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ABSTRACT

Compiled by special education teachers, this guide and accompanying index is for teacher use in providing a program of prevocational orientation, cross-occupational skill training, and job-specific information to educable mentally handicapped (EMH) students in junior and senior high school special education programs. Part I, Prevocational Orientation, contains purposes, concepts, and learning activities for 10 sections covering general job information such as wages and working conditions. Part II provides (1) task analysis of cleaning, moving, and proper use of tools and equipment, with activities directed toward specific task training, and (2) a skill profile for stocking, sorting, packaging, tying, care of tools and equipment, serving, driving and operating, tending, and assembling and collating, with activities directed toward development of each skill. The guide is designed to be used with a deck of Vocational Information for Education and Work (VIEW) scripts describing 50 job titles which are appropriate for EMH and generally available in Indiana. An alphabetical listing and vocabulary lists for the VIEW scripts along with "Dictionary of Occupational Titles" numbers are appended. The accompanying index describes the 50 job titles. (SB)

TEACHER'S GUIDE

PRE-VOCATIONAL
CROSS-OCCUPATIONAL
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VIEW FOR THE HANDICAPPED

(Pilot Program)

TEACHER'S GUIDE
for the Pre-Vocational Orientation
and Cross-Occupational Skill Training
of Educable Mentally Handicapped Adolescents

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Office of the Superintendent of Public Instruction
State of Indiana

March, 1971

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A similar VIEW for the Handicapped Program was first developed by the Texas, Region XIX, Education Service Center in El Paso, Texas. We have drawn from their materials and their experience in developing this program. The generous cooperation of Coy Motley, Director of Special Programs for Region XIX, and the other members of his staff is appreciated.

Parts of Peterson, Richard O. and Jones, Edna M., Guide to Jobs for the Mentally Retarded, Revised Edition, American Institute for Research, Pittsburgh, Pennsylvania, 1964, have been adapted for use in this Teacher's Guide, Part II.

Dear Teachers:

This Teacher's Guide and the accompanying VIEW Scripts represent a pilot approach toward vocational education for educable mentally handicapped adolescents. It is designed to give you a framework within which you can teach. It contains many suggestions, each of which should be of value to some of you. It provides you with extensive information on fifty job titles each of which will be appropriate for some of your students. And it gives you a format within which you can present additional information on other jobs if you desire.

But this is just the beginning. The long-range success of the program now depends on you, the user. During the next few months, members of our staff will be in touch with you constantly looking for your ideas and your suggestions as to how we can use and improve the program. As you develop new ways to use the information here, we will be able to spread your ideas to other users. If there are faults of the program that you think should be altered we want to do so. You can also reach us with your comments, questions and suggestions by calling 812-337-9328 or by writing to the Indiana Career Guidance Center, 715 East Seventh Street, Bloomington, Indiana 47401.

With Greatest Regards,

Indiana Career Guidance Center

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INTRODUCTION

The purpose of the VIEW for the Handicapped Program is to provide a comprehensive and flexible curriculum of pre-vocational orientation, cross-occupational skill training, and appropriate job-specific information, for use in junior and senior high school special education programs for the educable mentally handicapped (EMH).

At present there are two parts to the program: (1) the Teacher's Guide which covers suggested activities for teaching pre-vocational orientation and cross-occupational skill training, and (2) the deck of VIEW Scripts describing 50 job titles which are appropriate for the EMH student or graduate.

The Teacher's Guide

This is not a Teacher's Guide in the strict sense. It is a compilation of activities which teachers have found to be useful in leading EMH children to an understanding of various concepts and the attaining of certain skills. It has been compiled by teachers, reviewed by teachers, rewritten by teachers and, understandably, fought and argued over by teachers. It is now offered to you, the pilot project users, for a continuation of that process. We want to add to it those activities

which you find useful and delete those activities which you cannot use.

Theoretical Basis

We at the Indiana Career Guidance Center can assume very few facts about your students. We know that:

(1) Each student has been identified as needing special help.

(2) Most of the students will have a measured I.Q. of 51 to 79 inclusive.

(3) All of your students have been attaining, scholastically, below the level for their age group.

(4) The mean scholastic, economic, and social attainments of the group will be below the national mean in each category.

We are further assuming that the normal or mean reading level of your students is between 3.0 and 3.5 grade level.

This really tells us very little about your children. It just gives us a statistical average. You will note as you use these materials that we have attempted to provide information and activities that will help the least able of your students. At the same time, we have tried to avoid setting a limit on the potential of any of your students. The key for the student is a realistic assessment of his abilities. These materials constantly instruct the students to seek your aid in making that assessment.

The hope that this program will be a flexible aid to you and your students toward maximizing the potential of each of them. We feel that this program is one step toward showing the child that there is hope for an independent life, helping him to realistically assess his abilities in relation to reaching an independent life, and helping him to develop those abilities.

Or as one man has said, give a dream, show that the dream can come true, and help make it come true.

We will be asking you to pay particular attention to the flexibility potential of this program and to suggest any changes which you feel will enhance that flexibility.

Pre-Vocational Orientation

The first "users" section of this Teacher's Guide is on pre-vocational orientation. Basic pre-vocational concepts have been identified and grouped into families. Each "family" constitutes a section of Part One. A learning objective is stated for each section. Classroom activities are suggested for each concept. Many of the suggested activities are better suited for use in other scholastic areas such as arithmetic and social studies. This is deliberate. We hope that you will attempt to integrate each area of your curriculum into all the other areas. We feel that pre-vocational orientation lends itself to this and we have therefore suggested activities which include practice in other scholostic skills.

It is not intended that Part One be presented in any rigid order or that all the suggested activities be utilized. We have ordered the sections as much as possible in both logical and psychological order. You, the teacher, know what your class and your individual students need. Use the materials in whatever order is best for them.

The suggested activities are specific. This is not because we felt that these are the most important or the only activities. It is because our experience leads us to believe that specific activities are most apt to generate other specific ideas on your part. We hope that the suggested activities in this guide will lead you to devise yet better ways to present the material. As you do, we would like you to share it with us so that we may in turn share it with others.

Cross-Occupational Skill Training

As we gathered information about the various jobs in the VIEW deck, we asked our correspondents to indicate those general skills and specific tasks which were important for each job. These skills have been sorted out and grouped to identify a number of skills which have true cross-occupational significance. Each of the skills covered in Part Two is applicable to a number of jobs in the VIEW deck. By training our children in these skills we can help prepare them for work in a number of vocations. This tends to give the student a flexible job potential.

If, after he gets out in the working world, he finds his career choice limited or finds that he would rather work in some other field, he will be able to make the change.

In developing Part Two, we found that some of the identified skills lent themselves best to a task analysis whereas others seemed best in profile. There are, therefore, two sections to Part Two. Part Two (A) contains task analyses on cleaning, moving and the use of tools and equipment. On these three, suggested activities are directed toward specific task training. Part Two (B) contains a skill profile on each of a number of other skills. Here the suggested activities are directed toward the general development of each skill. You may, in using these sections, want to train for more specific tasks on some of the skills profiled or toward a more general skill development on some of the skills task analyzed. Here again, it is you who best knows the needs of your children. Use those materials which will meet the needs of your children. Change the materials in any way you think is proper. This Guide is intended as an aid to you, not as your master.

We will be soliciting your comments on the relative effectiveness of the two approaches.

The VIEWscripts

On the basis of information gathered throughout the state of Indiana during the summer of 1970, fifty job

titles have been identified which seem to represent jobs appropriate for the EMH and generally available in the state. Some of these jobs will not be available in your area. Some of the job titles may represent a number of different jobs in your area. Some students may need your guidance in realistically interpreting the information in the VIEWscripts.

Each VIEWscript contains nine headings on a total of four pages. The headings are:

First Page	What Do You Do Where Do You Work When Do You Work
Second Page	How Much Will You Earn What Should You Be Able To Do
Third Page	What Do You Need To Do How Do You Find The Job
Fourth Page	What Else About The Job What Is Your Future

Each heading is followed by information written in a conversational style at a 3.0 to 3.5 reading level. Each page contains one or more pictures showing people working on that job (pp 1 and 2), students meeting with their counselor (p 4), or a map of Indiana showing the locations of the Employment Security Offices (p 3).

We have included in the scripts both the good features and the poor features of each job. We hope that a student reading a script will come away with both a cognitive and an affective knowledge of the job. The affective has been deliberately introduced because of our belief that it is an important factor in career choice.

Each script has been reviewed and revised so as to make the information, particularly that concerning pay scales and how to find the job, as accurate as possible for your area of the state. At this time we have five different decks, for each of the cooperating school corporations.

Almost every script either suggests to the student or instructs the student to confer with his teacher or guidance counselor. This should help you to lead the student to a realistic assessment of his abilities.

We found one of our greatest developmental problems in discussing the question "What is Your Future." We did not want to place an arbitrary "lid" on a student's career potential. At the same time, we did not want to contribute to unrealistically high expectations. We will need your help in resolving the question. You will note as you use the VIEWscripts that some scripts mention the maximum potential of a job, e.g. the "Salesperson" script ends with the statement "If you are a very good Salesperson you could someday become Department Manager or Supervisor." Other scripts will go no higher than promotion to a more skilled but non-supervisory position. We will be soliciting your comments on the apparent affects of each approach on your students.

We suggest that the VIEWscripts be used in conjunction with pre-vocational orientation, for career counseling, and for orientation to specific jobs which the student may be entering under a Work-Study program.

PART ONE

PRE-VOCATIONAL ORIENTATION

WHAT WORK IS

SECTION I

PURPOSE: To introduce students to the fundamental principles underlying the functioning of the working world.

CONCEPT A RELATIONSHIP BETWEEN PRODUCERS AND CONSUMERS

Suggested Activities

1. Have the students start a VIEW notebook.

2. Discuss the idea that people who make useful things or do useful work are producers. List examples on the chalkboard under Producers and have the students copy the list in their VIEWbook.

3. Discuss the idea that people who use or consume things are consumers. List examples on the chalkboard under Consumers and have the students copy the list in their VIEWbook.

4. Discuss things that the students consume and things that the students produce. For example, they consume paper, pencils, food, clothing, etc., and they produce art work, snowballs, school work, cakes, etc.

5. In order to help students differentiate between consumers and producers the following game can be played. The teacher describes someone who is either a consumer or producer. A volunteer is selected and if he guesses correctly he then describes another producer or consumer and calls on another student to answer. The process then continues. Variations: divide the class into two teams and have the teacher describe the producer or consumer.

6. Students should be led to understand that everyone alive consumes or uses food, clothing and shelter, and therefore, everyone is a consumer. The class can organize three committees: a food committee, a clothing committee and a housing committee. Each committee can report to the class on the variety of food, clothing, and houses people throughout the world consume. Pictures from magazines might be used to help document this idea.

7. The teacher guides the class in planning a project through which they will consume or produce something. As a suggestion, the class could plan, produce, and consume a breakfast. This should reveal to the class that one cannot produce without consuming. For example, we cannot eat until a meal is cooked; we cannot live in a house until it is built; we cannot wear clean clothes until they are washed.

8. Each student should divide a page in his VIEWbook into two columns. At the top of the left column they should write the word Produced and at the top of the right column they should write the word Consumed. The student should list what he has produced (useful work) for a week and what he has consumed for a week. The two lists can be weighed against each other, and at the end of the week it can be decided whether he has consumed more or produced more.

9. Discuss the danger of imbalances in production and consumption. For example, as we consume wood and wood products, our forests disappear. Other ecological examples which apply can be brought out. Students can be encouraged to bring in magazines and newspaper articles dealing with relevant topics.

CONCEPT B DIFFERENCE BETWEEN PRODUCERS OF GOODS AND PRODUCERS OF SERVICES

Suggested Activities

1. This concept should be introduced with a brief review to make sure that students understand that a person who does useful work is a producer.

2. The class should briefly discuss the fact that there are two kinds of producers.

   a. People who make useful things are producers of goods.
   b. Many people who do not make things but who do useful work for other people are producers of services.

3. To help the students distinguish between producers of goods and services, the VIEWscripts can be used. The teacher introduces the activity by stating that they divide the pictures into producers-of-goods and producers-of-services. Drawing from the producers-of-goods pile, the teacher can show the first page of the VIEWscript on the Reader asking whether the person is producing a good or if the person is producing a service. The student should be encouraged to explain why he thinks that picture belongs in that pile.

4. Discuss some of the reasons some people may be unable to produce; these people may be too old, too young, sick, or disabled. Students can then be led to discuss what happens in our society if there are more consumers than there are producers.

5. Students should also be led to understand that some people who cannot produce because of illness or old age can be helped by those who can produce. The teacher can broaden the discussion by showing that the same principle operates in the charitable work of individuals, churches, community chest, government, and organizations such as the Salvation Army, Red Cross, and UNICEF. Have students list the organizations and agencies in their own community which provide for those who cannot produce. This list could then be placed in their VIEWbook.

6. Students can read from the VIEWscript under the section "What Do You Do" and be asked to distinguish activities that would result in the production of goods and those that would result in the production of services.

CONCEPT C DIVISION OF LABOR IS NECESSARY

Suggested Activities

1. Initiate discussion by leading students to understand what division of labor means--everyone does not do <u>all</u> the jobs but each person undertakes a certain job.

2. Have students demonstrate the confusion that would result when labor is not divided; for instance, children can discuss and/or act out scenes similar to the following:

   Scene 1 Father, mother, and the children take a pan, cook separate dinners on the stove. Each washes his own dishes after the meal.

   Scene 2 Each family member is responsible for a different household chore.

   In discussing these two scenes the class should discover that materials and time can be saved by using the principle of division of labor. Students can also demonstrate the confusion that results not only in the home but also at school or in the business world if division of labor is not practiced.

3. To illustrate the efficiency of division of labor, students can fill boxes with various articles. For example, CARE packages could be filled. Two groups of children with equal skills are selected. From the first group each child puts all the different kinds of items in a box, closes it, and stacks it neatly. In the second group the labor is divided and the boxes passed along in an assembly line with each child placing only one kind of item in the box, until the last child closes the box and stacks it. Both groups begin and end the work at the same time. The class will see the results.

4. Another way to illustrate the greater efficiency of the division of labor would be to have students make holiday cookies or some other food item which can be produced in the room. Teacher could select two teams for this experiment. On one team each child performs all the jobs, and on the other team each child specializes. The experiment will show the greater productivity and efficiency in the children who divide the labor. The teacher can bake the cookies later for the class.

   At the end of the experiment students discuss the advantages of the division of labor: (a) each student develops skills for his task more quickly, (b) there was less wasted when the labor was divided, and (c) fewer tools and less space were needed with the division of labor. The division of labor has this disadvantage: greater inter-dependency is involved. If one worker slows down, the entire production process slows down.

5. To enable students to see examples in division of labor, the teacher can take them on a field trip. Examples: factory, large store, newspaper office, etc. On the way the teacher should point out how people have divided labor in the neighborhood: the policeman, the mailman, the barber, the deliveryman, the druggist, the grocer, the beauty shop operator, the doctor, etc.

6. In a discussion the teacher should point out that people have different skills and work at the jobs they do best. Students can tell stories of what would happen if a grocer tried to wash and curl women's hair, if the barber tried to pull teeth, if the mailman tried to be a minister, if the minister tried to be a druggist, etc.

7. Trace a particular item (ice cream, vegetable, news item, baseball, doll, or soft drink) from its production to its consumption.

8. Discuss what would happen if one of the many people required in the production - consumption chain failed to complete his job. To help students realize the dependence on each other that is involved in the division of labor, they can undertake an action that assumes an efficient division of labor. Then the teacher can instruct one child to fail to carry out his individual share of the action. The class would see that they are unable to do a successful job because one person is not doing his share of the labor. For example: have two groups collate a book while one person omits a page or in some other way fails to do his job properly.

9. Interdependence may be further illustrated by discussing a team sport i.e. basketball, football, field hockey, baseball, etc.

SUPPLEMENTARY ACTIVITIES FOR SECTION ONE

1. Students can study the pictures that are on each VIEWscript and tell what the person in the picture is doing which illustrates what work is. Pictures are particularly useful for a job title that is difficult to explain merely by title such as: Bus Boy, Foundry Worker, Routeman Helper, Woodworker, Yardman, etc.

2. The teacher may begin a bulletin board using photographs of young people on the job.

3. Invite guests to talk to the class about their occupations.

WHY WORK

SECTION 2

PURPOSE: To help student realize the necessity of work.

CONCEPT A. WORK FOR REWARDS

Suggested Activities

1. Establish the relationship between work and money, i.e. rewards are given for production of services or goods. As a general rule the more the service or product is in demand the higher will be the reward. For example: doctors make more money than waiters.

2. Discuss the time in history when goods and services superceded the use of money in barter or trade. Debate whether or not the barter system would work today.

3. Review the American money system.

CONCEPT B. WORK FOR BASIC NEEDS

Suggested Activities

1. Initiate discussion by having students describe what they think the basic needs of people are: food, shelter, clothing. Students might estimate the amount of money necessary to finance these basic needs for a certain amount of time. For example: a week, a month, or a year.

2. Students can make a shopping list for a family of four for a day, week, month. Using the same shopping list they can insert prices obtained from the daily newspaper.

3. Students can make a shopping list for a family of two for a day, week, month. Using the same shopping list they can insert prices obtained from the daily newspaper.

4. Discuss the advantages and disadvantages of comparative shopping.

5. Visit a local food market and list as many products as possible under the following seven headings (a) bulk (b) canned (c) boxed (d) liquid (e) concentrated (f) frozen (g) fresh.

6. Prepare a simple, nutritional lunch menu and compute the cost.

7. Collect menus from restaurants the students frequent, and have them select balanced needs from the menu and compare the costs.

8. Discuss what to look for when trying to find an apartment. (i.e. location, number of bedrooms, available utilities, etc.) and check the real estate ads for apartments that might be suitable for renting.

9. Discuss advantages and disadvantages of renting through a realtor (including leases, deposits, and responsibility for repairs and utilities.)

10. Ask a builder in the community to discuss the highlights of a good but moderately priced home.

11. Discuss buying a home.

12. Have class figure out down payment, interest rates, and monthly mortgage payments on a home and relate this to possible earnings.

13. Prepare a booklet showing clothes that are suitable, durable, and practical and show relationship to work, recreation, climate, and social life.

14. Compare prices and quality of clothing from various types of department stores (i.e. discount, chain, independent, etc.)

15. Give students an imaginary budget of $15 to $25. After comparing clothing prices, have them choose clothes. Consider taste, practicality, and interchangeable styles. Catalogues may be helpful.

16. Take field trips to clothing manufacturers, dry cleaners, clothing and department stores, laundries, etc.

CONCEPT C. WORK FOR LUXURIES

Suggested Activities

1. Have students identify luxuries which can be bought through working, such as ownership of automobile, leisure time activities, vacations, etc. Record in VIEWbook.

2. Invite a local bank representative to explain the factors involved in getting a loan.

3. Obtain pamphlets from local banks on car financing. The teacher should then lead a discussion on financing.

4. Have a speaker discuss car insurance. A car insurance policy might be shown via an overhead projector or copies might be obtained for the class. Each aspect of car insurance (personal liability, property damage, uninsured motorist, collision, etc.) should be discussed with the class.

5. Have a discussion about used cars versus new cars.

   a. Is the lowest price the best buy?
   b. How important is appearance versus function?
   c. What type of dealer should we do business with?

6. Have students record the advantages and disadvantages in their VIEWbook.

7. Have pupils make booklets on their favorite styles of automobiles. They should write the reasons for their choice. Record in VIEWbook. (including differences in size of car, cost of upkeep and repairs, cost of license plates, cost of insurance)

8. Examine advertising in newspapers and magazines. Ask the children to identify what the ad is saying and what it is not saying.

9. Discuss and, if possible, visit consumer protection agencies such as the Better Business Bureau.

10. Discuss leisure time in our present economic world.

11. Have students describe some of their favorite leisure time activities such as sports, dancing, listening to music, etc., and try to estimate the monthly cost of supporting these activities.

12. Have the children write sentences in their VIEWbooks telling about places of interest they would like to visit.

CONCEPT D. WORK FOR SELF-SUPPORT

Suggested Activities

1. Discuss extensively the meaning of the terms "self-supporting" or "independent" as opposed to the term "dependent."

2. Discuss factors that might prevent someone from being successfully employed.

3. As a class project, plan the day of a person who is unemployed and a person who is employed. Compare and contrast.

4. Discuss the dignity of honest labor and the satisfaction of a job well done.

CONCEPT E. WORK TO PREPARE FOR THE FUTURE

Suggested Activities

1. Attempt to discuss with the class the possibilities of marriage and the responsibilities of partners to each other and to their children. Stress the importance of the relationship between economic success and marital success.

2. Have a clergyman or marriage counselor from the community speak to the class regarding marriage and family living including such considerations as appropriate age, family planning, financial needs, etc.

3. Discuss procedures for getting marriage licenses, including legal requirements, forms to be filled out, etc. Sample forms might be obtained and filled out for practice.

4. Discuss the pro's and con's of remaining single.

5. Discuss with the student what it means to retire, how people plan for financial security upon retirement, and the ways in which financial security can be achieved. Review the basic facts of the Social Security system.

6. Discuss the value of life insurance, how much to buy, and the vocabulary used in conjunction with insurance.

7. Discuss the reasons for saving including the positive aspects of sometimes postponing immediate gratification in order to save for something that will bring greater satisfaction at a later time.

8. Place a diagram on the board showing how money earns money (interest, savings bonds, stocks, etc.) This can be recorded in their VIEWbooks.

9. Develop an in-school savings account system where students can deposit money that they earn, keep their own pass books and earn some percentage of interest on their savings.

CONCEPT F. WORK FOR PERSONAL GRATIFICATION

Suggested Activities

1. Have students discuss how it feels to complete a task such as cutting the grass, putting up screens, cleaning the house, etc. Tie in previous concepts of the dignity of work, satisfaction of a job well done, worker's pride, etc.

2. Have students describe in writing things that they enjoy doing which relate to work or to the benefits derived from working.

3. Encourage students to volunteer assistance to some social or community organization. Point out that they can obtain more than just concrete rewards from working.

4. A former student may be asked to return to the class to discuss the various aspects of this job and the personal gratification gained from his work.

SUPPLEMENTARY ACTIVITIES FOR SECTION TWO

1. An appropriate discussion topic is one which focuses attention on desirable family relationships and attitudes toward the student as a working person. Students may be asked if their families want or expect them to work or not and why or why not.

2. The class can play a game concerning reasons why people work. The teacher begins the game by saying "People work for homes." Each student takes a turn repeating everything that has been said before his turn, in the proper sequence, and adds one more reason to the list. If any student repeats the sequence of reasons incorrectly the class begins the game anew until everyone has correctly completed the sequence. This game will promote sequencing and short term memory learning processes in addition to crystallization of concept development.

WHAT A WORKER MUST BE LIKE

SECTION 3

PURPOSE: To familiarize the child with the skills and attitudes necessary to be successful in the working world. To focus the students' attention on choosing a job commensurate with his abilities and interests.

CONCEPT A. LEARNING ABOUT SKILLS AND INTERESTS

Suggested Activities

1. Initiate discussion by asking students which of the jobs listed on the VIEWscripts they might be interested in doing. Point out that in our country a person is free to make his own choice when deciding on a job. Individuals should consider certain things, however, like what jobs are available, what kinds of jobs a person would enjoy doing, and what job he might be qualified to do successfully.

2. Point out that different jobs require different types of skill. Students can read from VIEWscripts sentences which they feel reflect an aptitude, ability or physical trait, such as "using hands quickly and easily," "being able to talk to people," "being able to work with machines," "being strong," and "being able to write well."

3. A counselor from the State Employment Service should be invited to come talk to the class about abilities and aptitudes as reflected in the general aptitude test battery. Arrangements should be made for students to take tests of this type, and the results of the test interpreted to them.

4. Have students make a chart for each job they have studied, list the skills needed for each job and enter them in their VIEWbook.

5. Compare the requirements for different jobs and encourage students to begin to consider these requirements in terms of their own qualifications.

6. Have an informal or panel discussion on the subject "When is it helpful to be different from others and when is it good for everyone to be alike?"

7. Initiate discussion on the topic "Everyone has something which others see as worthwhile." Tell members of the class about things you, as the teacher, value most in them in relation to their work potential.

8. Have students make up fictionalized stories about a person who considered his interests and aptitudes before choosing a job and about a person who did not consider interests and aptitudes and the results of the choice. Encourage them to be as specific as possible in their storytelling. (Students may be able to think of similar real life situations.)

9. Stress the importance of each person realistically evaluating his abilities and interests so that he can choose a job at which he can be successful. Discuss briefly how frustrating and unpleasant a job can be if it is too difficult or if it is unsuitable, but conclude the discussion by stressing the positive factors which occur when skills and aptitudes are properly matched with job placement.

CONCEPT B. LEARNING ABOUT PERSONAL RELATIONS AND GOOD WORK HABITS

Suggested Activities

1. Introduce the concept of listing former classmates who are working full time or part-time and discuss their various jobs. Choose one person to invite to speak to the class on his day off. Assign a student to call the person and make the necessary arrangements for his visit to school. (For the teacher: Ask the visitor what the special class did to help him be prepared for a job and what could the special class do to help the present students.)

2. Prepare a series of questions to ask the guest. Include such things as where he works, how long he has worked there, what a good worker is like, how to keep a job, what problems he has on the job, etc. Write these questions in the VIEWbook and assign various students to ask specific questions when the guest visits the school.

3. Make lists of the habits and attitudes necessary for getting and holding a job.

4. Discuss how many people lose their jobs because they cannot handle jokes played on them, kidding, taunting or razzing by other workers. Have students suggest ways of handling these problems.

5. Dramatize work situations involving getting along with other people; for example, reacting to gossip during coffee breaks, receiving constructive criticism from the boss, asking for help from fellow employees, etc.

6. Interview and/or tape record a conversation with an employer as he discusses the kinds of problems employees have on the job, reasons why people are fired, what a good worker is like, etc.

7. Using information collected by students, compile a list of the habits and attitudes necessary for getting and holding a job. Make a ditto master and duplicate copies for the students to enter in their VIEWbooks.

8. Have students draw cartoon-like characters to illustrate good work habits and then label each picture with a quote from a VIEWscript such as "You must get along well with others," "You must be at work on time," "You must be honest," etc.

9. Dramatize work situations, emphasizing the employer's point of view. Encourage students to consider some of the responsibilities of the employer, how these responsibilities influence the boss' behavior in the work situation, and how important it is for employees to have good work habits.

10. Assign committees to collect and display reject items from local industries to show the results of inadequate workman performance. Also collect and display quality products and compare the difference. Discuss what is done with reject items, the wastefulness in terms of cost and time.

11. Make a chart of ways in which an employee may earn advancement: punctuality, attention to work, ability to do work, appearance, following directions, getting along with others, dependability, honesty, etc. Have students suggest ways to correct habitual tardiness.

THINGS YOU MUST DO BEFORE YOU GET THIS WORK

SECTION 4

PURPOSE: To develop an awareness of the procedures and prerequisites necessary to get work.

CONCEPT A. PERSONAL INFORMATION THAT IS NEEDED BEFORE STARTING TO LOOK FOR WORK

Suggested Activities

1. Explain that there is certain personal information that each student should know about himself. This information will be needed when he/she applies for a job.

2. Play the game "Twenty Questions." Have items typed on slips of paper, put slips into a box and pass them out to the students. See how many of these questions the students can read and answer without referring to anything. Sample questions:

a. Social Security number	i. Father's name
b. Marital status	j. Mother's name
c. School	k. Phone
d. Address	l. Birthplace
e. Birth date	m. City and state
f. Military status	n. County
g. Citizenship	o. Dependents
h. Last job	p. Former employer

3. Discuss what a birth certificate is and how to get one if you do not have one.

4. Invite a representative from the State Employment Agency to speak to the class about work permits. Ask him to discuss who should get these permits, what kinds of jobs are not covered by these regulations, and how to apply for the permit.

5. Invite the school counselor or principal to talk to the class about information which is on school records and how this information gives an employer important facts about a person (if graduated from high school, how often the student was absent, teachers' comments, etc.)

6. Students should understand the basic reasons for Social Security. They should understand that it is a plan worked out by our g vernment for people to receive money every month to support themselves when they are too old to work, have been injured in an accident on the job or when the main support of the family has died.

7. Explain that everyone who works must have a Social Security Number. Look up the address of the Social Security office in the telephone directory. Appoint one or two students to go to the office and get application forms and report back to the class on the procedures to be used in applying for Social Security. Have any students who do not have their numbers fill out the forms. Those who have Social Security numbers may fill them out for practice.

8. Explain that most employers will require references when you apply for a job. Elicit from the children how references give different information than forms.

9. Discuss with the students whom they can ask for references and how they should ask for them--either in person or by letter. Dramatize asking someone for a reference.

10. Have students write a letter asking for a letter of reference. Stress the importance of asking for a reference and getting the person's permission before using his name.

11. Students should prepare a card to carry that lists pertinent personal information that is needed for filling out application forms.

12. Point out that there is additional information that students may need to know about themselves when they apply for a job and have to fill out application forms. Look at several different application forms used by local businesses or industries. Explain any terms which students do not understand. It is suggested that sample application forms be filled out step by step concentrating on only a few sections each day or week so that students will not become confused by too much information at one time.

13. ay "Twenty Questions" again to see if students can answer more questions correctly.

14. During free time students may fill out sample application forms.

CONCEPT B. LEARNING ABOUT INTERVIEWING PROCEDURES

Suggested Activities

1. Show the class a film on interview techniques.
2. Critique the film.
3. Practice good telephone manners when dramatizing calls to arrange for job interviews.
4. Role play interviews with each person interviewing for at least two different jobs.
5. Discuss the importance of a good impression. List the components which go into an impression on the chalkboard. Enter into VIEWbooks.
6. Dramatize job interviews when the applicants are well groomed and neat. Contrast with situations in which the applicants are poorly groomed and unattractive.
7. Have the children draw cartoon sequences illustrating proper and improper interview techniques.
8. Discuss appropriate outfits to wear when going for a job interview. Relate the clothes and appearance to the type of job being interviewd for.
9. Use a mail-order catalog and select a complete outfit that would be suitable to wear for an interview. Compute total cost of the outfit.
10. Make charts related to good and poor interviewing procedures.
11. Make a movie, video tape, or slide presentation illustrating proper job interview techniques.

CONCEPT C. LEARNING ABOUT LICENSES AND CERTIFICATES

Suggested Activities

1. A Food Handler's Card and Health Card are often required for persons who work around food. Students can read on VIEWscripts about jobs that require these and make lists of jobs which require the Health Card and Food Handler's Card.

2. Invite a representative from the City-County Health Unit to talk to the class about the importance of good health and cleanliness for workers.

3. Have a Driver Education instructor discuss a driver's license.

4. Students can make a list of jobs which would require a driver's license.

5. Obtain driver's manuals from the state motor vehicle office to use as supplementary reading material.

CONCEPT D. LEARNING ABOUT UNION MEMBERSHIP

Suggested Activities

1. Discuss the history of labor or trade unions.

2. Arrange for labor union officials to talk with the class about procedures for joining a union and advantages of belonging to unions.

3. Students can write paragraphs to place in their VIEWbooks about the purpose of unions. A sample might be, "A labor or trade union is formed by workers who join together so they can be stronger as a group. As a group it is easier to ask an employer for changes which would improve their working conditions or pay."

4. Students can find on various VIEWscripts the jobs which usually have workers who are members of unions. They may want to make a chart illustrating this. They can also find out the cost of dues required for joining a union.

CONCEPT E. LEARNING ABOUT UNIFORMS AND SPECIAL KINDS OF CLOTHING

Suggested Activities

1. Begin discussions of the various types of clothing needed for a particular job by having students observe in VIEWscripts any indication that a particular job requires special clothing. Students should also note whether they will need to purchase clothing or uniforms or will it be provided for them by the company for whom they work.

2. Students may make a chart of the reasons why workers wear uniforms or special clothing. Suggested reasons may be:

   a. To keep their own clothing clean while they are on the job.
   b. To help them to do their work better and more easily
   c. To protect themselves from danger
   d. To obey some health law which requires special uniforms
   e. To let people know what kind of a job they have or where they work.
      Sample: Bellboy could be listed under Column (e), Nurses Assistant under (d), Foundry Worker under (c), etc.

3. Plan a style show showing suitable clothing for various kinds of jobs. Students may want to guess what worker a person is representing.

4. Display safety gear worn on some jobs.

WHERE TO FIND WORK

SECTION 5

PURPOSE: To increase the students' knowledge of where to find work opportunities in the community.

CONCEPT A. LEARNING ABOUT PUBLIC EMPLOYMENT AGENCIES

Suggested Activities

1. Have students list in their VIEWbooks the public agencies available to job seekers. The State Employment Service, Vocational Rehabilitation, Civil Service Commission, etc.

2. Employment counselors from one or more of these agencies should be asked to come to talk to the class about the services which they offer. Employment office forms can be reviewed and completed.

3. Actual student registration and job counseling at one or all of the employment offices would serve to demonstrate its services and would also be a valuable experience to the student. The session could be tape recorded. This should be carried out with not more than three or four students at a time.

4. Students can dramatize a visit to one of the employment services. Each student can pretend he is an applicant and explain why he is there and how he has been involved with an employment counselor. Another student may play the role of counselor. This dramatization would further emphasize the roles and responsibilities of counselors and applicants.

CONCEPT B. DIRECT APPLICATION TO BUSINESSES

Suggested Activities

1. Have students read from the VIEWscripts the names of businesses and industries which hire workers, such as nursery schools, warehouses, department stores, the city, hospitals, garment industries, motels, restaurants, etc. Addresses of particular businesses may be looked up in the telephone book and the route to the place of employment plotted on a map.

2. Read articles in the newspaper about the accomplishments, expansion plans, goals, etc., of various local businesses and industries.

3. Have students collect data on the community in which they live. For instance, list the manufacturing companies and what they manufacture. List the restaurants and industries peculiar to their geographical location.

4. Read city maps to locate businesses and factories where students may be presently employed part-time or where former students are employed full-time. Color-tipped pins can be used to mark the locations.

5. Take field trips to businesses and industries where these workers or where former special class students are employed. After the field trip trace on the map and discuss the routes taken on the trip.

6. Take snapshots of businesses and industries visited. Also take pictures of employers, some employees on the job, various activities involved in different jobs, etc.

7. Write letters of invitation and thank-you notes to resource speakers.

CONCEPT C. USING NEWSPAPER WANT-ADS TO FIND WORK

Suggested Activities

1. Have students read the help-wanted ads in the newspapers. Explain that this is one of the best ways to learn about different jobs.

2. Have the students find the "Help Wanted" sections of the newspaper. Then have them look at some of the jobs under each heading and answer the following questions:

   a. Are the names for the jobs listed in alphabetical order? Make separate lists in the VIEWbooks of all the part-time and full-time jobs.
   b. What words are used to tell us the job is for part of the day or for the whole day?
   c. What is the word that means you must already know something about the kind of work mentioned in the ad?
   d. What is the word or words used to mean that the employer is willing to teach the work written about in the ad?
   e. What are some of the abbreviations used in the newspaper want-ads?

f. What is the meaning of "references?"

3. Have students write their own want-ads for one or more of the VIEWscript jobs. Have them record these descriptions in their VIEWbook.

4. Write situation-want-ads. Students who want jobs can put their ads in the local paper.

CONCEPT D. LEARNING ABOUT JOB OPPORTUNITIES FROM OTHER SOURCES

Suggested Activities

1. Have students look at VIEWscripts and offer suggestions as to other ways they might find out about work (other than employment services or want-ads).

2. Invite a guidance counselor or the work-study coordinator to talk to the class about employment opportunities. He can help them decide what kind of work they might like and where they can find training.

WHAT YOU SHOULD KNOW ABOUT THIS WORK

SECTION 6

PURPOSE: To help students become more aware of the many factors involved in various vocations.

CONCEPT A. LEARNING ABOUT WORKING CONDITIONS

Suggested Activities

1. Initiate discussion by having students contribute ideas concerning environmental working conditions from VIEWscripts. Students should be aware of whether work is done indoors or outdoors, whether bad weather would interfere with work, whether the place they work will be noisy or quiet, in what kind of surroundings the work is done, whether the work is done with many people in a room, whether the worker works alone, or whether the worker is closely supervised.

2. Students can write sentences describing one or several of the working conditions mentioned in number one. These could be recorded in their VIEWbooks.

3. Have students prepare a class report on some of the laws and regulations governing working conditions in factories.

4. Students can make charts in their VIEWbook listing possible safety hazards in different jobs; for example, hot grills and grease, handling bleach and cleaning solvents in a laundry, moving machinery in a factory assembly line, etc. Also list safety precautions that are in effect.

5. Take a field trip to an industry in the community. Students can fill out observation sheets noting various working conditions. Sample is as follows:

   a. Name of occupation _____
   b. Date observed _____
   c. Worker works inside or outside _____
   d. Is his work dangerous? _____
      How? _____
   e. Worker works alone or with others? _____
   f. The surroundings are noisy or quiet? _____
   g. The temperature of the factory is too hot, too cool, comfortable? _____
   h. The worker stands up, sits down, bends, stoops, walks, etc. _____

i. Does he produce services or goods?_____
j. Additional comments._____

6. On the field trip to an industry or business, note fire escape routes, alarm systems, planned procedures for evacuations, etc.

7. Have a nurse demonstrate basic on-the-job first aid.

8. Students can dramatize in class the difference between close supervision, occasional supervision, limited supervision. They should be led to reach conclusions about the amount of supervision under which they work best and why.

CONCEPT B. ADVANTAGES AND DISADVANTAGES OF VARIOUS VOCATIONS

Suggested Activities

1. Using VIEWscripts, students can point out the nice things about different jobs. It is important to note that what is agreeable to some persons might not be to others, and this fact makes a discussion of advantages an interesting one. Jobs should also be presented realistically to students, and undesirable features should be discussed. Discussion of advantages and disadvantages may overlap with that of working conditions, economic returns, hours, duties, etc.

2. Former students or parents or relatives can be asked to come to class and talk to students about the advantages and disadvantages of their particular vocations.

3. Students can make a chart in their VIEWbooks. On one side the heading can be "I Like" and the other heading can be "I Dislike" and list what they would like or dislike about one or more of the VIEWscript jobs. Then they should note whether the advantages outweigh the disadvantages or vice versa.

CONCEPT C. LOSING ONE'S JOB

Suggested Acitivites

1. Initiate discussion by saying that workers may be "laid off" through no fault of their own. This happens frequently to young workers because they have little seniority. Usually the last one added to the payroll is the first one laid off when

1. Continued.
business slows down. However, being without a job should not mean being idle. It is better to keep busy preparing for or finding another job. If a person is "fired" he should be sure to understand why and learn from experience the kind of job in which he can succeed and how to meet an employer's expectations.

2. Using VIEWscripts, the students should be able to list jobs which most frequently have to "lay off" workers because of seasonal fluctuations and which jobs provide more steady work.

3. Have a person who had been "fired" or "laid off" from a job talk to the class about what he/she did after being "fired" or "laid off" and the consequences of his/her actions.

4. Dramatize a situation in which a person is "fired" or "laid off".

5. Employment agency counselors can be invited to come to class to talk about reasons a person may be fired. Materials are also available on the subject.

6. Visit a state employment office and have children fill out forms for collecting unemployment insurance.

7. Visit a state employment office and have children fill out employment applications.

WHAT YOU DO IN WORK

SECTION 7

PURPOSE: To identify and develop specific skills needed for a particular vocation.

CONCEPT A. LEARNING ABOUT JOB TASKS

Suggested Activities

1. Have students read from the VIEWscripts the duties performed in various jobs.

2. Students may act out in class job skills in pantomime, such as "counting money," "lifting things," "handling food," and "talking to people."

3. Students can make a chart entitled "My Duties On The Job." The first sentence would be, "In this job, my most common tasks would be. . . . . ."

   Another section of the chart may be entitled, "I May Also Need to Do."

4. Have students record the charts in their VIEWbooks.

5. Look at the pictures on each VIEWscript and discuss the job tasks as shown in the pictures. Students can also look at the VIEWscripts and tell what tasks are not shown in the pictures.

CONCEPT B. DEVELOPING GENERAL SKILLS NEEDED FOR VOCATIONS

Suggested Activities

1. Emphasis should be placed on the development of good working habits and basic general work skills through simple work environments and tasks to be conducted within the classroom. A simple job activity serves as a basis for training in several general skills. Skills taught in these activities cut across several jobs and are, therefore, not job specific. The activities covered in this guide do not commit the student to a particular job but provide a chance to develop skills and techniques that can be evaluated at the time of placement of the student on the specific job. Activities for developing these general skills have been designed for use by the teacher in the classroom with a minimum of equipment required. See Part Two of the Teacher's Guide for these activities.

HOURS YOU WILL WORK

SECTION 8

PURPOSE: To learn the relationship of time to work.

Suggested Activities

1. Discussion can be initiated by having students read passages concerning hours of work from different VIEWscripts. They should understand what is meant by a "standard work week" (eight hours a day, five days a week, Monday through Friday). They should also understand that some jobs require going to work early in the morning, while others require later at night. For instance a Baker's Helper may go to work at 5:00 a.m. and get off early in the afternoon. On the other hand a Bus Boy may go to work at noon and get off later in the evening. Students will be able to find information on VIEWscripts about jobs that require two or three shifts (Nurse's Aide, Parking Lot Attendant, etc.) Students can also find information on VIEWscripts indicating which jobs require Saturday, Sunday, or holiday work and why.

2. Use a calendar when discussing working days and leisure days or days off.

3. Figure the time and expense it will take to get from home or school to a potential job.

4. Students can practice punching in on a time clock and then read the times recorded on the cards. In most places they will have to punch a time clock when they

   a. report to work.
   b. leave for lunch.
   c. return from lunch.
   d. leave at the end of the work day.

5. With the help of the teacher, students can write fictional stories which illustrate a day in the life of a person who is working each of the following:

   a. Standard work day
   b. Night shift
   c. Morning shift

d. Split shift
e. Overtime

The more explicit the information in the story, the more interesting and informative the stories will be. The student should identify the worker's job and dramatize how the hours he/she works affect his daily activities.

6. Students can practice completing classroom tasks in the alloted time.

7. Prepare a time budget for one week. Make a wheel chart to show the proportion of time spent sleeping, working, in leisure activities, etc. Have each student record his budget in his VIEWbook.

WHAT WORK WILL PAY YOU

SECTION 9

PURPOSE: To increase the students' understanding of economic returns, deductions, and fringe benefits of work.

CONCEPT A. LEARNING ABOUT WAGES

Suggested Activities

1. Initiate discussion by telling the students that before they begin work their employer will tell them how much they will be paid. They may be paid by the hour and in this case, if they work extra hours, they will be paid overtime. They may be paid a monthly salary in which case they sometimes receive no overtime pay. Still other jobs pay be the week. This means that they will get the same amount of money every week even if they work a different number of hours each week. A few workers are paid on a piece-work basis which means they are paid depending on the amount of work they do.

2. Using VIEWscripts, students can find salary information on each job. This information may be used for class discussion and entered in their VIEWbooks as lists, or in making charts which show which jobs pay by the hour, month, week, or piece-work.

3. Students can make up problems using salary information on VIEWscripts to figure wages.

SAMPLES

If you work as a Cement Mason's Helper and have agreed to work for $1.60 an hour, what would you earn each week if you worked 7 hours a day, 5 days a week?

If you were paid $64 a week and had to work 40 hours, how much would you earn an hour?

Students can exchange problems with fellow class members or can read problems orally and let the whole class decide on the answer. Variation: Divide class into teams and present and answer problems.

4. A representative from the Department of Labor might be invited to come to class about minimum wages and equal opportunity laws.

5. Students should learn to compute overtime pay. The concept of overtime can be dramatized in the classroom by having students do extra chores and/or work late after school and be rewarded commensurately.

6. Sample problems can be made up by students which illustrate how a person would get paid for overtime work.

   SAMPLES

   If Bruce earns $1.60 an hour for his regular work as a Cement Mason's Helper, how much would he earn extra for an hour that he works overtime if he gets time and a half for overtime?

   Peggy earns $1.30 an hour for regular time in her job. She earns double time for extra hours. How much does she earn for each hour of overtime?

7. Students can write paragraphs on:

   a. What is a "merit raise?"
   b. What is meant by "living within one's means?"

CONCEPT B. LEARNING ABOUT DEDUCTIONS AND EXPENSES

Suggested Activities

1. Salary deductions should be explained in detail. Students should understand that at the time they receive their first regular pay check, some money will be held back from their pay for the following:

   a. Social Security
   b. Federal Income Tax
   c. State Income Tax
   d. Hospital Care Program
   e. Insurance Programs
   f. Union Dues

2. Explain the differences between deductions which are made by the worker's choice and those which are required by law. Students can make charts which illustrate the difference between base pay and take-home pay, identifying what each deduction will pay for. This information should be placed in their VIEWbooks.

3. Students can make up problems of their own once they have been given examples.

   Gerry earns $64 a week; the bookkeeper takes out $7 for Federal Income Tax, $2.75 for Social Security for F.I.C.A. Tax and $1.30 for Life Insurance. How much is Gerry's take-home pay?

4. Make a wheel chart showing how salary is split.

5. Have students list expenses which might be incurred in working, such as bus fare, lunch money, uniforms, etc.

6. Have students figure the expenses involved with illness; for example, the wages lost, the cost of doctor bills, medical expenses, etc.

7. Have students make budgets.

8. Have insurance representatives talk to the class about different types of insurance.

9. The following questions can be used for class discussions and/or evaluation purposes.

   a. Name two reasons why money is taken out of your check because the law says it must be done.
   b. Name three reasons why money may be taken out of your check because you agree to have it done.
   c. What should you do if you are asked if you want to join a hospital plan or an insurance plan?
   d. What does base pay mean?
   e. What does take-home pay mean?

10. Have students compute a pay check to see if it is correct.

CONCEPT C. LEARNING ABOUT FRINGE BENEFITS

Suggested Activities

1. Discuss why some places of business give their workers more than just wages. Extra benefits are called fringe benefits.

2. Explain various fringe benefits such as hospitalization insurance, life insurance, paid vacations, holidays, sick leave, bonuses, etc.

3. Students can look on the VIEWscripts for fringe benefits on jobs. These can be read aloud.

4. Students may want to make lists in their VIEWbook of different types of fringe benefits, such as paid vacations, medical compensation, insurance benefits, room and board, etc.

HOW SCHOOL WILL HELP YOU IN WORK

SECTION 10

PURPOSE: To show the utilization of basic academic skills in increasing vocational proficiencies.

Suggested Activities

1. Students should be helped through discussion to realize that finishing school is very important if they want to become good workers.

2. Prepare a chart in which students list jobs that they have read about and the ways in which reading, spelling, mathematics, writing, speaking, listening, science, social studies, etc. can contribute to success in a particular job. Enter the chart in the VIEWbook.

3. Have students practice using arithmetic skills in work situations. Such as a waitress figuring a customer's check, a grocery store stock boy stamping prices on canned goods, a service station attendant making change, etc.

4. Have students practice using reading skills in work situations. Such as a nurse's aide reading patients' names on food trays, a warehouseman's helper reading labels on boxes and shelves, factory workers reading safety precaution signs over machinery, etc.

5. Develop a list of signs and labels that might be encountered on the job to be recorded in the student's VIEWbook.

6. Discuss how skills such as following directions, getting along well with others, not wasting time, etc. can be developed in school. Emphasize the importance of these skills in relation to job success.

End-of-Year Activities

1. Students may want to name three occupations in which they have become interested and discuss with the class how these three jobs are related.

2. Students should review their VIEWbooks by going over the jobs they have learned about during the year.

3. Write a "I Would Like To Be" paragraph describing one of the jobs studied in a VIEWscript.

4. Have each student select one VIEWscript job and work in their VIEWbook as a total review exercise, the following:

   a. The skills needed for the job and how he can develop those skills he may lack.
   b. The steps he would have to go through in order to obtain this job. (i.e. use of want-ads, interviews, application forms, references, transportation, etc.)
   c. A description of what the job entails, (i.e. hours, wages, duties, unions, relating to supervisors, etc.)
   d. Description of specific job duties.
   e. Places he would look for this job.

PART II
SECTION A

GENERAL TASK ANALYSIS

Cleaning-Moving-Proper Use of Tools and Equipment

GENERAL TASK ANALYSIS

I. Cleaning

A. Tools and training equipment used for various cleaning tasks

1. Dusting various objects in rooms from high places to low places

a. Clean, lint-free cloths
b. Dust mop
c. Special treated lint-free cloth for polishing furniture and other wooden surfaces

2. Cleaning hard surfaces such as table tops, furniture, walls, windows, etc.

a. Sponge or clean, lint-free mops
b. Two small buckets-one for soap and water and one for clean, clear water
c. Soap, detergent, scouring powder
d. Special window cleaner

3. Cleaning rugs, carpets, upholstered furniture, and draperies

a. Household vacuum cleaner
b. Rug and carpet tools
c. Upholster and drapery tool
d. Dusting and crevice tool

4. Cleaning kitchen, bathroom, and other fixtures

a. Clean rags or sponge
b. Various types of scrub brushes such as toilet bowel brush
c. Scouring powder and other special cleaner (bowl cleaner)

5. Sweeping various parts of floor areas

a. Push broom with soft bristles for larger open areas
b. Regular kitchen broom for smaller areas
c. Wisk broom or small dust brush for corners, furniture, etc.
d. Dust pan

Cleaning (continued)

B. Suggested use of cleaning tools

1. Dusting:

a. Clean, lint-free cloth: Dust from high places to lower ones. Avoid shaking of dust cloth while moving from one place to another. Shake dust cloth out-of-doors when necessary.
b. Dust mop: Keep mop on floor and use a wiping motion. Shake mop out-of-doors when necessary.
c. Special treated cloth: Use furniture polish sparingly. Polish small area at a time. Make sure no streaks are left after polishing

2. Cleaning hard surfaces:

a. Sponge or lint-free rag: Dip in small bucket of soapy water and squeeze some of the excess water out before removing from pail. Wash surface using a circular or back and forth motion. Using another clean rag or sponge, wet and wring this out in a clean pail and rinse off surface that has been washed.
b. Scouring powder: If a spot will not come off with soap and water, sprinkle a little powder on the rag or sponge and scrub spot off and rinse surface again.

3. Vacuum cleaner: Use correct attachment when working on wood and tile floor or rug and carpet. Run slowly and steadily in straight lines one way on floor and then crosswise on the floor.

4. Scrub brush, sponge, or toilet bowl brush: Use these tools in cleaning kitchen or bathroom fixtures. Clean sink using scouring powder sprinkled on sponge and then rinse with clean water. For toilet bowls, scrub outside of bowl with toilet brush and then inside using a special bowl cleaner.

Caution student not to use the same sponge or brush used in and around toilet bowl to clean other fixtures since this is unsanitary and can spread germs.

5. Sweeping:

   a. Push broom: Sweep from corners and side of room towards one spot. Use forward pushing motion only.
   b. Kitchen broom: Use a side to side stroke in small areas and against walls, etc.
   c. Wisk broom or small dust brush: This tool can be used to get dust and dirt from corners of room and from underneath low objects such as tables and chairs
   d. Dust pan: When dust and dirt have been swept to one spot, the wisk broom or dust brush can be used to push trash onto dust pan to be carried to waste paper basket or larger garbage can.

II. Moving

Demonstrations in this activity can be handled in several ways. A suggested approach would be to bring the group to be trained together and show proper ways to bend, lift, and carry which will be important to them in many jobs they will be doing. After a demonstration by the teacher, calling attention to each important movement, the students may take their own turn in doing the same activity. Any wrong movement or motion should be corrected immediately.

A. Basic rules that will help the student to be less fatigued and to observe safety practices when stooping, carrying, lifting and pushing are:

   1. Keep body in balance

      a. Feet under hips and hips under trunk of body
      b. Balance is best maintained when the body is centered over the student's feet
      c. If this balance is not steady enough, spreading the feet apart will increase the stability of the student's balance

   2. Picking up any object makes the body weight heavier

      a. Keep objects that are picked up as close to the body and over base of the student's feet as much as possible
      b. Adjust the object picked up to a position that will not throw the body out of line with the center of balance

B. Moving an object without picking it up. (When moving an object, force is applied directly to the center of the object in the direction in which it is to be moved.)

1. The center of a person's body is approximately at the level of his hips.

   a. Lead with the thighs and not the head
   b. When moving a large object use your hips and not your waist.

2. Body parts should be relaxed when moving. Joints should have freedom to give with sudden motion such as stepping in a hole-knees should be relaxed not tight.

C. Picking up a small object

1. Hold body fairly straight and start bending down from the hips, bending your knees.

2. Separate your feet, putting one a little in front of the other.

3. Move close enough to the object so that it can be reached easily.

4. Do not bend further than is necessary to reach the object easily (bend only quarter, half or three quarters squat for lifting lighter objects)

5. Keep knee nearest object being picked up out of the way by stepping back on that foot and forward on the foot farthest from the object being picked up.

6. Put arms around or under object being picked up.

7. Bring object up and in toward body before beginning to rise up.

8. Straighten ankle, knee, and hip joints to raise entire body and object being picked up.

9. Adjust weight of object towards the body and move the object slightly down towards waist.

D. Picking up heavy object

1. Spread feet a little further apart than example above.

2. Maximum lift comes from the legs and hips not from arms and back so the legs and body must be well-balanced.

3. Keep knees in a relaxed position.

4. Stoop or squat as indicated in example above (hips go down with the body, etc.)

5. If a full bend is to be held, support can come from sitting on heel of back foot.

6. Lifting heavy object should come from the legs and not the back to insure that no injury will come to the back.

7. Fatigue can be lessened when carrying a heavy object by shifting it to a knee resting position by raising leg a few inches and using it as a support.

E. Lifting and carrying a suitcase, or pail

1. Lower the body so that the hand reaches the handle easily.

2. Lift the body by straightening the ankle, knee and hip joints.

3. Keep the object being lifted close to the body.

4. Balance the body by shifting the weight of the object slightly.

5. If possible, carry two objects, one in each hand to gain balance.

6. If the suitcase is very heavy or pail full and they must be carried away from the body, raise the other hand so that balance might be obtained.

F. Placing a suitcase on a high shelf

1. Place feet apart one in front of the other.

2. As suitcase is raised to waist, the body weight should be adjusted to balance your body.

3. When suitcase is above the waist, the weight of the body and suitcase should be shifted to the back foot with the hips and the body remaining under the trunk keeping the back fairly straight.

4. When putting the suitcase on the shelf, move from the hips not from the waist, by moving your whole body forward and putting the weight on your front foot.

G. Getting suitcase down from shelf or other high place

1. Stand close enough to the shelf to reach the suitcase easily, but not too close that the body is under the shelf.

2. Spread the feet to give balance to the body.

3. As the arms are raised forward, weight shifts to back foot.

4. When suitcase is grasped, move the body forward slightly.

5. Pull suitcase forward, shift entire weight to back foot and suitcase is lowered gently.

6. When standing on a chair or ladder and starting to get off, move the body down from the hips first and then step down.

III. Proper Use of Tools and Equipment

This section is intended to give the student a basic idea of some tools and their uses. No attempt will be made at this point to give a complete list of tools needed for each job.

A. Common kinds of saws

1. Crosscut saws are the most commonly used. As the name indicates, they are made for cutting across the grain in wood. The following procedure should be followed when using a crosscut saw:

a. Grip the handle of the saw with the right hand placing the index finger and thumb on the side of the handle.
b. Place the left hand on the board (for a left hand student, reverse procedure) to the left side of the mark, so the side of the left thumb is next to the mark.
c. Using the thumb as a guide for the saw blade, make two or three upward slow strokes with a saw, using precaution to keep on the mark and not allow the saw to jump.

d. Start sawing on the outer edge of the mark, otherwise the board will be a little short because of the waste in sawing due to the width of the saw blade.
e. Hold the saw firmly.
f. Hold the saw on a slant of about a 45 degree angle when cutting.
g. Keep the saw square with the face of the board, and at a right angle to the mark.
h. Take long slow strokes; do not force the saw. The pressure should be applied only to the downward stroke.
i. Hold the end of the board with the left hand after the saw is well started to prevent binding and splitting of the board.

2. Rip-saws, as the name implies, are used for sawing with the grain. In using rip-saws the following procedure is recommended:

a. In holding and starting the rip-saw, use the same method as outlined in the paragraphs for crosscut saws.
b. Hold the rip-saw on a slant of about 60 degree angle.
c. The sawing should be done with a long easy stroke, the same as cross cutting.
d. If the board binds, use wedges between cut surfaces.

3. Compass Saws are used for cutting curves and circles or to start sawing a hole in wood. They are less commonly used than Crosscut or Rip-saws

4. Coping Saws are used for cutting curves.

a. The lumber should be securely fastened in a vise.
b. Holding lumber in place for sawing--all long pieces of lumber should be placed on saw horses or other supports while being sawed.
c. The person doing the sawing should stand in a position so he can place the left knee on the pieces of material.
d. When using a coping saw, short pieces of material should be placed in a vise and held firmly in place.

5. Hack Saws are used for cutting pipes and other types of metal. When starting a cut on metal, a small groove cut with a file will help in keeping saw on mark to be cut.

B. Boring tools

1. Brace and auger bits. There are two main types- Ordinary, and Rachet. The Ordinary is satisfactory for all general work where plenty of room is available for making complete revolutions with a handle.

2. Ratchet Braces are constructed so that complete revolutions are not necessary. They are convenient to use in corners or other places where there is little room to work.

3. Automatic Drill generally used for making small holes up to one half of an inch in diameter. These are more commonly know as electric drills. The following procedure is recommended for boring in wood:

   a. Place the bit in the brace, making sure that the shank of the bit fits firmly in the jaws of the brace.
   b. For drilling holes in vertical surfaces, place the point of the bit in the surface where the hole is to be drilled, hold the brace in place and sight down over the top of the bit from the level of the bit to make sure it is at a 90 degree angle to the piece being bored.
   c. To prevent the wood from splintering off on the opposite side, drill until the point of the bit comes through, then remove and drill from the opposite side or a block of wood may be clamped to the opposite side of the piece being bored.
   d. To drill a hole of a given depth, bore a hole in a piece of wood and cut off a small piece, so as to leave the bit protruding through as far as the hole is to be deep and leave this block on the bit while drilling.

C. Common kinds of files

1. Flat Files used for smoothing both wood and metal.

2. Rasp Cut Files which are used for smoothing coarse work.

3. Half Round Files used for both metal and wood to make curved cuts or filing.

4. Taper Triangular Files used for filing saws and filing in small corners of wood or metal.

D. Hammers

1. Claw Hammer weighing 16 ounces is the most common

   a. The face of the hammer should be kept clean to prevent it from slipping off the nail.
   b. One should always strike with the face of the hammer and not the side, as the face is hardened for this purpose.
   c. The handle should be grasped firmly from near the end.

E. Screwdrivers

1. Standard Screwdrivers are used with any type of screw that has a straight slot across the head of the screw.

2. Phillips Screwdrivers are used with screws that have an indented cross on the head of screws.

F. Measuring tools

1. Folding Carpenter's Rule. This rule is usually marked off in graduations of 1/16, 1/8, and 1/4, and 1/2 inches.

G. Pliers

1. Combination Pliers. This tool is used more than any of the other pliers since it can be used for holding, twisting, or cutting.

2. Water Pump Pliers. This tool is used mostly in the plumbing and electrical trades where larger objects have to be held or twisted.

3. Electrician Pliers. This tool can be used for cutting small wire and twisting wire to make a splice.

NOTE: Tools mentioned above can be obtained from the various shops or from the custodian in the school. Shop teachers in the various trades may be asked to come in and demonstrate the various tools of their trade.

PART TWO

SECTION B

GENERAL SKILLS PROFILE

Stocking
Sorting
Packaging
Tying
Care of tools and Equipment
Serving
Driving and Operating
Tending
Assembling and Collating

GENERAL SKILLS PROFILE

I. Stocking

This training is intended to develop two basic skills related to stocking--placement of articles on shelves, or bins, and knowledge of when the stock has become low and needs to be replenished. Classroom activities may include:

A. A box of simple work materials used in class such as pencils, crayons, paper clips, paper, etc. to be sorted and put away on shelves, in drawers, etc.

B. Demonstrate placement of articles on shelf so they will not fall off. Use several sizes of cans and boxes to show larger items should be placed on lower shelf and smaller, lighter articles placed on upper shelves.

C. Use several large cans or boxes of the same size and show how they can be stacked on floor to make a nice display. Indicate the sturdiness of the stacking.

D. Shelve books in the classroom or library.

E. The concept of replenishing or restocking can be achieved by taking articles from shelf or stack and have student note that items need to be replaced to fill empty spaces.

F. Students can set up their own system of inventory control for classroom supplies.

II. Sorting

To sort is to group together on the basis of some similar characteristic.

A. Sorting by different shades of color

1. Students can use various colors of crayons and draw circles and squares on paper or use various shades of construction paper and cut out circles and squares. Teachers can collect these papers and distribute them to other students to sort in various piles of the same color.

2. Paint chip samples can be obtained from paint stores.

3. Buttons and beads of varying colors can be used to sort into piles of the same color.

4. Yarn and thread are inexpensive items that can be used to sort by colors.

5. Pipe cleaners of various colors can be obtained from drug stores or variety stores. These are very inexpensive and can be used effectively for sorting by color.

6. Tile companies have small boxes of tile samples that can be obtained usually at no charge and are excellent for sorting to color.

7. Flowers can be sorted by color. These can be artificial or, when in season, the students can bring their own flowers.

8. Ribbon is another good item to use for sorting various colors.

B. Sorting by shape or design

1. The student can be given various shapes such as circles, squares, triangles, ovals, rectangles and diamonds that have been drawn on a piece of paper or cut from construction paper from the previous exercise. The student is to sort these by shape. Small boxes of varying sizes can be used to instruct students in the differences in size and shapes.

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The following are suggested materials which can be used in the various sorting tasks indicated.

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2. Buttons of different shapes and design
3. Washers (metal or rubber faucet washers)
4. Silverware and plastic dishes
5. Plastic bottles of various sizes and designs
6. Postage stamps of various sizes and shapes

C. Sorting by size

1. Paper of various sizes
2. Boxes, cans, and plastic bottles
3. Various sizes of envelopes
4. Screws, nails, nuts and bolts
5. Folded towels of various kinds, such as dishtowels, bath towels, and beach towels

D. Sorting by length and thickness

1. Lumber of different lengths and thickness
2. Pipe cleaners of various length and thickness
3. Screws and nails of various thickness and length
4. Shoe laces of various thickness and length
5. Pencils of various thickness and length

E. Sorting by value

1. Coins of various denominations
2. Play paper money
3. Tokens of various kinds such as bus tokens, lunchroom tokens, and parking meter tokens
4. Trading stamps of various kinds
5. Playing cards

F. Sorting by color

1. Yarn
2. Thread
3. Fabric
4. Paint chips
5. Ribbon
6. Wrapping paper

G. Sorting by identical pairs

1. Socks
2. Earrings
3. Gloves
4. Shoe strings
5. Shoes
6. Hose
7. Boots

H. Sorting by related pairs

1. Nuts and bolts
2. Silverware
3. Plastic cup and saucers
4. Sugar and creamer
5. Salt and pepper shakers

III. Packaging

This skill should develop basic principles for the protection and complete covering of an object.

A. Simple objects

1. Fill envelopes of various sizes

2. Seal envelopes

   a. Gummed seal
   b. Tape (gummed, masking, or scotch)
   c. Staple

3. Use paper sacks to put several articles in - heavy articles at bottom and lighter ones at top

4. Wrap boxes for mailing

B. Glass and fragile objects

1. Wrap article for protection before placing in container.

2. Place in proper size container and stuff packing around article to further protect it from breaking.

3. Properly seal with tape or tie with string.

4. Label container with proper label such as "Glass," "Fragile," or "Handle with Care."

C. Large bulky objects

1. Wrap an article of irregular shape and size completely covering it so that no part of it is exposed.

2. Seal or secure wrapping using tape, string, or small rope.

3. Make choice of putting wrapped object into a cardboard box, build a simple wood crate to protect it from breaking or, if it is protected, use paper wrapping.

D. Student should be given the opportunity to unwrap or unpackage merchandise to get an idea of various methods of packing and the materials used for protection of fragile objects.

E. Visit the receiving or shipping room of a department store or the post office.

IV. <u>Tying</u>

This skill involves using string, cord, or rope to fasten, attach or close by means of forming a knot or bow. Materials used in class should be of various shapes and sizes such as the following:

A. Stack several envelopes of various sizes placing larger ones on the bottom of the pile and working up to smaller ones before securing with string.

B. Bundles of paper, construction, newspaper, etc.; determine how heavy bundle is and what size of string or cord to use.

C. Stack of books; wrap cord around the pile several times and in different directions before tying cord in several knots.

D. Larger objects may require more than one student to tie (also develops teamwork).

E. Practice on packages which require gift wrapping with bows.

NOTE: Different types of tying material--string, heavy cord, and rope--will require various types of knots or bows. The teacher can show the application of each and then let student make a choice.

V. Care of Tools and Equipment

Activities in this general training profile should teach students the reasons that tools and equipment should be cared for properly.

Classroom activities include:

A. Proper care of each student's desk, emphasize cleaniness and orderliness of articles placed in desk.

B. Teacher illustrates proper and improper care of cleaning brush. Show what happens when paint has been left in brush and dries.

C. Using two jars of water paint, teacher can put lid on one and leave another uncovered to illustrate that paint will dry up in the one that has been left open.

D. Two piles of nails can be used to show effect of water and rust. Soak one pile in water and leave it out to rust. Place another pile that has had no moisture and will not rust next to these. Discuss how this can affect any tool that is made from metal.

E. Discuss danger of not inspecting any tool before use; for example the head of a hammer could be loose.

F. Have students list objects that could cause injury in the home, school, or work area.

NOTE: Emphasis during activities should stress importance of returning tools and material to their original place so that when they are needed again, time will not be lost in trying to find them.

VI. Serving

The general skill "serving" means that a worker attends to the needs or requests of people.

There are several core activities that make up the general skill of serving.

A. Social Competency

1. Role-play work situations involving getting along with people, such as waiter or waitress taking a customer's order. Have customer react both postively and negatively to employee. Discuss how the situation can be handled.

2. Have student make a list on the blackboard and/or in his VIEWbook of all the jobs in the VIEW deck that require mastering the skill of serving.

B. Communicative Skill

1. Tape record a conversation with a hotel worker and a guest asking such questions as "Where is there a good place to eat?" or "Where can I get my clothes cleaned and pressed?" etc.

2. Using a teletrainer or some substitute, provide exercises that include taking messages accurately.

   a. Provide experience that will make student record names, phone numbers, or messages of incoming calls.
   b. Provide experience that will give student the opportunity when calling a number to leave his name, phone number, and nature of call.
   c. Discuss the need to be brief and precise when talking over a telephone.

3. Practice listening to and carrying out various kinds of directions and orders, e.g., writing an order dictated by another student from a menu.

4. Write a short paragraph defining each of the following words in terms as related to serving: pride, honest, punctual, courteous, follow directions, and good appearance. Put papers in student VIEWbooks.

VII. Driving and Operating

A. Suggested activities

1. Battery operated games

a. Toy cars that can be operated by remote control.
b. Toy racing sets to teach driving and operating (stopping cars at a certain point on track).
c. Electric or battery operated trains with loading and unloading devices, switching devices and others.

2. Typewriters (manual and electric)

3. Mimeograph machines (manual and electric)

4. Simple IBM equipment (sorter)

5. Starting, stopping, and controlling the actions of machines and equipment which must be guided in order to make things.

a. Power tools in various shops on campus
b. IBM equipment (advanced)
c. Audio-visual equipment

6. Observing gauges and dials

a. Have the custodian show the students the running of a boiler or air-conditioning unit used to heat or cool the school.
b. Have the electronics instructor bring equipment to classroom with gauges and dials.

7. Estimating distances and determining speed and direction of objects.

a. Illustrate turning cranks and wheels, pushing clutches or brakes, pushing and pulling gears, lifts or levers.
b. Use driver education simulators to illustrate clutch, steering and braking.
c. Indicate the concept of control and speed by operating simple electric games such as football or basketball games.

VIII. Tending

The intent of this activity is to show the student that tending is a job working with materials, machines, tools, equipment, and products. This activity may be used in connection with many occupations that are listed in the VIEWscripts.

Emphasis in this activity should be on independence of work; after instruction, supervision should cease and the individual should do the activities alone.

A. Starting, stopping and observing the working of machines and equipment using:

1. Vacuum cleaner
2. Blenders (household type)
3. Home electric mixers
4. Any other household appliances in which the student can observe its starting, stopping and operating

B. Adjusting materials or controls of a machine using appliances mentioned above.

C. Observing timers and temperature gauges using:

1. Stop watches
2. Electric clocks
3. Room temperature thermometer

D. Turning valves to allow flow of materials

1. Using faucets at sinks
2. Using faucets outside with hose attached
3. Using valves on sprinkling systems
4. Using shutoffs controlling water systems

E. Working switches

1. Light switch in room
2. Light switch on flashlight
3. Switches on radios
4. If there is an electronic shop in your school, you may have the instructor construct a simple battery operated switching device that includes lights.

F. Notifying superiors or co-workers when machines indicate malfunctioning and the worker cannot remedy the problem.

G. Making sure that machines receive proper maintainence or repairs when needed.

IX. Assembling and Collating

Assembling should teach students how various parts can be fitted together to form one complete object. Collating involves organizing printed pages in a sequential order to make booklets, pamphlets, brochures, etc. When assembling or collating, close attention must be paid so that each part of the total unit fits together in its proper position or sequence.

A. Have students assemble large objects using

1. Nuts, bolts, washers
2. Boards and nails
3. Leather goods
4. Miscellaneous items the children bring to school.

B. Have students assemble small objects such as

1. Plastic models
2. Various types of key chains
3. Costume jewelry (involving stringing beads, etc.)
4. Three dimensional puzzles

C. Collating activities

1. Using pages of printed material, students can assemble and stack in different piles according to:

a. Size
b. Color
c. Numerical order
d. Alphabetical order

2. Have students try different methods of collating such as each person putting the entire book or pamphlet together, passing the book or pamphlet down an assembly line arrangement where each person adds one or two pages, etc. Discuss which method might be most efficient considering the number of pages involved and the number of persons collating.

3. For practice, divide the class into two teams and see which team collates the largest number of finished booklets in a specified period of time.

4. Give the students practice using an office collating machine beginning with three or four sheets and gradually increasing the number of sheets.

APPENDIX A

ALPHABETICAL LIST OF VIEWSCRIPTS

1. Aide (Medical Services)
2. Air-Conditioning Installer Helper
3. Appliance and Office Machine Repairman's Helper
4. Assembler
5. Automobile Body Repairman's Helper
6. Automobile Mechanic's Helper
7. Bagger
8. Baker's Helper
9. Bricklayer's Tender
10. Bus Boy/Girl
11. Carpenter's Helper
12. Carpet Helper
13. Cement Mason's Helper
14. Electrician's Helper
15. Farm Hand
16. Food Processor
17. Foundry Worker
18. Furniture Upholsterer
19. Garbageman
20. Garment Maker
21. Kitchen Helper
22. Laborer (Road Construction)
23. Laundry Worker
24. Library Assistant
25. Machine Shop Laborer
26. Nursemaid
27. Office Clerical
28. Office Machine Operator
29. Packager
30. Painter's Helper
31. Parking Lot Assistant
32. Personal Services
33. Plasterer's Helper
34. Plumber's Helper
35. Porter/Maid
36. Print-Shop Helper
37. Production Machine Operator
38. Roofer's Helper
39. Routeman's Helper
40. Salesperson
41. Service Station Attendant
42. Shoe Repairman
43. Stock Boy
44. Stock Clerk
45. Truckdriver's Helper
46. Waiter/Waitress
47. Warehouseman's Helper
48. Welder's Helper
49. Woodworker
50. Yardman

APPENDIX B

VOCABULARY LISTS FOR VIEWSCRIPTS

The following vocabulary words have been picked for two reasons: (1) the word is not normally in the sight vocabulary of a level 3 reader, (2) the meaning of the word in the context of the VIEWscript is specific for that VIEWscript or possibly confusing to the student. They are presented here so that the teacher can review them with the student before the student reads the VIEWscript.

Aide-Medical Service

bed pans	furniture	nurses's assistant
clinic	hospital	patients
equipment	nurse	polish

Air-Conditioning Installer Helper

blue-prints	motor	shear
concerte	pipes	sheet metal
furnace	plaster	solder
measure	punch	tape
mechanic	ruler	tools

Appliance and Office Machine Repairman's Helper

coils	schematic diagram	typewriter
electric	soldering iron	wrenches
pliers		

Assembler

clippers	hand screwdriver	protected
color-blindness	pliers	rubber mallet
diagrams	power screwdriver	soldering irons
electronic	product	
greasy	production line	

Automobile Body Repairman's Helper

customer	fumes	measure
fender	grease	weld

Automobile Mechanic's Helper

battery	customers	grease
cheerful	engine	recharge
courteous	garage	

Bagger

aisle
counter
customer
groceries

Baker's Helper

dough
equipment
flour
grease
loaves
measure
syrup
wrap
yeast

Bricklayer's Tender

blue-prints
chemicals
chimney
fireplace
level
mortar
scaffold
trowel

Bus Boy/Girl

bartender
cafeteria
counter
courteous
customer
greasy
hostess
manager
patient
schedule
silverware
sweaty
uniform

Carpenter's Helper

boards
cabinets
chisels

Carpet Helper

measure
padding
stretch
vacuum cleaner

Cement Mason's Helper

concrete
construction
float
garage
level
representative

Electrician's Helper

clippers
construction
contractor
drill
electrical
fixtures
fuse
screwdriver

Farm Hand

blight
calfing
chemical
dairy
equipment
harvest
haying
poultry
special
detasseling

Food Processor

customer
dairy
livestock
machine
slaughter
storage
weigh

Foundry Worker

asbestos
blue-prints
castings
flask
measure
molded
molten
sand molds
shoveling
slag
sort

Furniture Upholsterer

color blind
covering
Home Economics
padding
proud
refinish
webbing

Garbageman

garbage
trash
city dump
incinerator
collections

Garment Maker

accurate
garment
material
press
seamstress
sewn
style

Kitchen Helper

cafeteria
chef
chopping block
garbage
proud
salad
sandwich
steam
strain
uniform

Laborer-Road Construction

concrete
contractor
ditches
gravel
healthy
muscles
paving
Physical Education
stakes

Laundry Worker

controls
customers
dye
extractor
fold
launderette
operate
press
pressure
sort
temperature
tumbler
vending machine

Library Assistant

alphabetical order	fines	shelves
catalogue	numerical order	sort
file	public	typewriting

Machine Shop Laborer

shovel	metal plate	barrel
separator	rod	trash
etch	grind	
identification	steel	

Nursemaids

diapers

Office Clerical

air conditioned	message	sort
alphabetical order	numerical order	typing
envelopes	records	
file	secretary	

Office Machine Operator

adjust	duplicating machine	mimeograph
collate	folding	patient
deliver	key punchers	protection

Packager

conveyor belt	fold	shelves
customers	label	weigh

Painter's Helper

ceilings	pride	strain
furniture	putty	window
plaster	scaffold	

Parking Lot Assistant

customer	windshield	guard

Personal Services

agent	memory	restroom
errands	passenger	tips
elevator	program	

Plasterer's Helper

dry wall
plaster board
wheelbarrow
scaffold
joints
stucco
particularly
union scale
measure
applicator
alteration

Plumber's Helper

blue-prints
ditches
equipment
scaffold
soldering irons
wrenches

Porter/Maid

electric buffer
furniture
bonded
messages
janitor
crew
scrubbing

Print-Shop Helper

presses
bindings
collate
apprentice
aspestos
goggles
protect
furnace

Production Machine Operator

conveyor belt
trim
grind
finished
half-finished
supposed
steady
instructions
diagrams
industrial trades
physical
handicaps
piece-work
product
inspector
exactly

Roofer's Helper

cement
chalklines
compressors
crawling
tar kettles
tin snips
trowels
shingles
squatting
stretching

Routeman's Helper

cheerful
collect
deliver
polite
records
uniform

Salesperson

cash register
collect
customer
Distributive Education
polite
shelves
wrap
uniform

Service Station Attendant

cheerful	grease	windshield
courteous	mechanic	
directions	radiators	

Shoe Repairman

buckles	Industrial Trades	stains
cementing	roughing	leather
customer	sanding wheel	

Stock Boy

bins	Distributive Education	shelves
customer	label	storeroom
deliver	muscles	warehouse
docks	receive	

Stock Clerk

counters	label	records
Distributive Educ.	receive	shelves

Truckdriver's Helper

warehouseman	weigh	chauffeurs license
furniture	scratched	nurseries
records	moving van	appliance

Waiter and Waitress

alcohol	hostess	short-order
counter	menu	soda-fountain
courteous	patient	
customer	service	

Warehouseman's Helper

customer	rank	shelves
Distributive Educ.	records	weigh

Welder's Helper

weld	shields	combination
clamp	goggles	especially
crane	helmets	dangerous
torch	blue-prints	electricity

Woodworker

window frames
furniture
cabinets
form
fit
finish
veneer
plywood
Journeyman

match
dizzy
sensitive
grain
sloppy
blue-prints
measure
mistake

"mess up"
patient
interested
plane
drill
scraper
chisel
clamp

Yardman

equipment
fertilize

measure
mower

tractor
Vocational
Agriculture

APPENDIX C

DICTIONARY OF OCCUPATION TITLES
D.O.T. NUMBER CHART
OF VIEWSCRIPT AND RELATED
OCCUPATIONS

1.	<u>Aide-Medical Service</u>	No D.O.T.
	Could be:	
	a) maid (any ind.)	323.887
	b) maid, hospital (med. ser.)	355.887
	c) tray-line worker (med. ser.)	355.878
	d) orderly	355.878
	Related work:	
	a) nursemaid (dom. ser.)	307.878
	b) child-care attendant (gov. ser.)	359.878
	c) porter I (any ind.)	381.887
2.	<u>Air-Conditioning Installer</u> (any ind.)	827.884
	Could be:	
	a) air conditioning mechanic helper, domestic (any ind.)	637.887
	b) air conditioning mechanic helper, commerical (any ind.)	637.884
	Related work:	
	a) sheet metal worker (any ind.)	804.281
	b) fabricator-assembler, metal products (any ind.)	809.381
3.	<u>Appliance and Office Machine Repairman's Helper</u>	
	Could be:	
	a) electric motor assembler (elec. equip.)	721.884
	b) electric motor repairman helper (elec. equip.)	
	c) office machine serviceman helper (any ind.)	

Related work:
a) electronics assembler (electronics) 726.781
b) electrical control assembler (elec. equip.) 729.884
c) assembler production (any ind.) 706.887

4. Assembler 706.887 706.884

Could be:
a) sorter (any ind.) 222.687
b) assembler, production line (struct. & ornam. metal work) 709.884 809.884
c) assembler, metal furniture 739.884
d) electronics assembler (electronics) 726.781
e) electrical control assembler (elec. equip) 729.884
f) electric motor assembler (elec. equip) 721.884
g) assembler, aircraft structures and surfaces (aircraft mfg.) 806.381
h) assembler, aircraft power plant (aircraft mfg.) 621.381

Related work:
a) appliance repairman helper (elec. equip)
b) sheet metal worker (any ind.) 804.281

5. Automobile Body Repairman's Helper 807.887

Could be:
a) front-end man (auto ser.) 620.281
b) bumper straightener (auto ser.) 807.884

Related work:
a) sheet metal worker 804.281
b) maintenance man helper factory or mill (any ind.) 899.884

6. Automobile Mechanic Helper (auto. ser.) 620.884

Could be:

a) lubrication man (auto ser.)	915.887
b) muffler installer (auto ser.)	807.884
c) transmission mechanic (auto ser.)	620.281
d) front-end man (auto ser.)	620.281
e) brake adjuster (auto ser.)	620.884

Related work:

a) automobile body repairman, helper (auto ser.)	807.887
b) millwright (any ind.)	638.281
c) maintenance man helper, factory or mill (any ind.)	899.884

7. Bagger (ret. tr.) 920.887

Could be:

a) box boy (ret. tr.)	920.887

Related work:

a) stock boy (any ind.)	922.887
b) delivery boy (ret. tr.)	299.478
c) packager, hand (any ind.)	920.887

8. Baker's Helper (bake prod.) 526.886

Could be:

a) cook helper, pastry (hotel and rest.)	313.887
b) kitchen helper (hotel and rest.)	318.887
c) delivery boy (ret. tr.)	299.478

Related work:

a) any food service occupation

9. Bricklayer' Tender (const.) 861.887

Related work:
a) other building trades

10. Bus Boy/Girl (hotel and rest.) 311.878

Could be:
a) floor girl, cafeteria (hotel and rest.) 311.878
b) porter (any ind.) 381.887

Related work:
a) any Food Service occupation

11. Carpenter's Helper (const.) 860.887

Related work:
a) other building trades
b) woodworker
c) maintenance man helper factory or mill (any ind.) 899.884

12. Carpet Helper

Could be:
a) rug cleaner helper (clean, dye, press) 362.886
b) carpet layer helper (ret. tr.) 299.887
c) furniture cleaner (clean, dye, press) 362.884

Related work:
a) furniture upholsterer (any ind.) 780.381
b) print-shop helper (print & pub.) 979.886
c) laundry laborer (laund) 361.887

13. Cement Mason Helper (const.) 844.887

Related work:
a) other building trades

14. Electrician Helper (any ind.) — 829.887

Related work:
- a) other building trades
- b) appliance repairman helper (elec. equip) — 721.884
- c) electrical control assembler (elec. equip.) — 729.884
- d) maintenance man helper factory or mill (any ind.) — 899.884

15. Farm Hand (agric.) — 421.883

Could be:
- a) equipment helper — 421.887
- b) livestock — 413.884
- c) poultry — 412.884
- d) dairy — 411.884

Related work:
- a) Food Processor
- b) pet shop attendant — 356.877

16. Food Processor — No D.O.T.

Could be:
- a) meat cutter — 316.884
- b) butcher helper (slaughter) — 525.887
- c) freezer man (preserve) — 523.887
- d) meat smoker (slaughter) — 522.782
- e) poultry dresser (slaughter) — 525.887
- f) dairy helper (dairy) — 529.886

17. Foundry Worker, General (foundry) — 519.887

Could be:
- a) caster (found.) — 514.884
- b) weight man (found.) — 509.886

Related work:
- a) laborer, general (mach. shop) — 609.884
- b) laborer, road construction (const.) — 850.887
- c) many of the building construction trades

18. Furniture Upholsterer (any ind.) 780.381

Related work:
a) woodworker
b) furniture cleaner 362.884

19. Garbageman (motor trans.) 909.887

Related work:
a) street cleaner (gov. ser.) 955.887

20. Garment Manufacturing 781. to 786.885

Could be:
a) garment folder (garment, knit goods) 789.887
b) sewing machine operator, automatic (any ind.) 787.885
c) thread marker (garment) 782.887
d) dressmaker (garment) 782.884
e) cutter (garment) 781.884, 781.887]

Related work:
a) certain assembler jobs

21. Kitchen Helper (hotel and rest.) 318.887

Could be:
a) dishwasher (hotel and rest.) 318.887
b) porter (any ind.) 381.887
c) cook helper, pastry (hotel and rest.) 313.887
d) salad maker (hotel and rest.) 317.884
e) cook helper I (hotel and rest.) 317.887

Related work:
a) cook, speciality (hotel and rest.) 314.781
b) any Food Service occupation

22. Laborer, Road Construction (const.) 850.887

Could be:

a) laborer, electric power & transmission line (const.)	952.887
b) filter bed placer (const.)	954.887
c) trackman-hodcarrier (const.)	869.887
d) mucker (const.)	859.887
e) laborer, paving (const)	853.887
f) laborer, concrete paving (const.)	852.887
g) grader I (const.)	851.887
h) laborer, steel handling (const.)	809.887
i) corrugated iron culvert placing (const)	801.887
j) ditch digger (const)	422.887

Related work:

a) foundry worker, general (found.)	519.887
b) laborer, general (mach. shop)	609.884

23. Laundry Worker (laund.) 361.887

Could be:

a) washing machine loader and puller (laund)	361.886
b) laundry man (any ind.)	361.885
c) laundryman, hand (laund.)	361.884
d) detacher (laund.)	361.687
e) tumbler operator (laund.)	369.885
f) folder (laund.)	369.887

Related work:

a) laundress (dom ser.)	302.887
b) launderette attendant (clean, dye, press)	369.887
c) folder (any ind.)	369.887
d) garment folder (garment, knit goods)	789.887

24. Library Assistant (library) 249.368

Related work:

a) office clerical

25. Machine Shop Laborer — 609.884

Could be:
- a) maintenance man helper factory or mill (any ind.) 899.884
- b) maintenance mechanic helper (any ind.) 638.884

26. Nursemaid (dom. serv.) — 307.878

Could be:
- a) child-care attendant (gov. ser.) 359.878

Related work:
- a) nurse aide (med. ser.) 355.878
- b) maid (any ind.) 323.887

27. Office Clerical (clerical) — No D.O.T.

Could be:
- a) mail clerk (clerical) 231.588
- b) file clerk I (clerical) 206.388
- c) messenger (clerical) 230.878

Related work:
- a) deliveryman (any ind) 919.883
- b) delivery boy (ret. tr) 299.478

28. Office Machine Operator (clerical) — No D.O.T.

Could be:
- a) addressing machine operator (clerical) 234.582
- b) folding machine operator (clerical) 234.885
- c) adding machine operator (clerical) 216.488
- d) key-punch operator (clerical) 213.582
- e) duplicating machine operator IV (clerical) Xerox, Thermofax) 207.885
- f) duplicating machine operator I (clerical) dittograph 207.884
- g) duplicating machine operator II, III (clerical) mimeo, multigraph 207.782

Related work:
- a) office clerical
- b) print-shop helper

29. Packager — No D.O.T.

Could be:
- a) packager, hand (any ind.) — 920.887
- b) packager, machine (any ind.) — 920.885

Related work:
- a) bagger (ret. tr.) — 920.887
- b) material handler (any ind.) — 929.887

30. Painter's Helper (const.) — 840.887

Related work:
- a) other building trades
- b) assembler, production (any ind.) — 706.887
- c) maintenance man helper factory or mill (any ind.) — 899.884

31. Parking Lot Attendant (auto ser.) — 915.878

Could be:
- a) porter, rental car lot (ret. tr.) — 915.887
- b) automobile washer (auto. ser.) — 919.887

Related work:
- a) shuttleman (any ind. — 919.883
- b) chauffeur (any ind.) — 913.883
- c) taxi driver (motor trans.) — 913.463
- d) delivery man (any ind.) — 919.883
- e) service station attendant (auto ser.) — 915.867

32. Personal Services — No D.O.T.

Could be:
- a) restroom attendant (any ind.) — 358.878
- b) usher (amuse. and rec) — 344.878
- c) bellman (hotel & rest) — 324.878
- d) elevator operator (any ind.) — 388.868
- e) funeral attendant (per. ser.) — 359.878
- f) maid general (dom. ser) — 306.878

32. Personal Services (Cont.)

Related work:

a) valet (dom. ser.)	309.878
b) pet shop attendant (ret. tr.)	356.877
c) bagger (ret. tr.)	920.887
d) porter I (any ind.)	381.887

33. Plasterer's Helper (const.) 842.887

Related work:
a) other building trades

34. Plumber's Helper (Const.) 862.884

Could be:

a) laborer, pipe line (const.)	862.887

Related work:

a) other building trades	
b) laborer, road const. (const.)	850.887
c) maintenance man helper factory or mill (any ind.)	899.884

35. Porter (any ind.) 381.887

Could be:

a) floor waxer, wall washer, window cleaner (any ind.)	389.887
b) maintenance man, helper, building (any ind.)	389.887
c) attendant or sweepup man e.g. barbershop, health salon, laboratory, meat market	899.887

Related work:

a) bus boy (hotel, rest.)	311.878
b) kitchen helper (hotel & rest.)	318.887
c) yardman (dom. ser.)	304.887
d) maid (any ind.)	323.887
e) stock boy (any ind)	922.887
f) messenger (clerical)	230.878
g) parking lot attendant (auto ser.)	915.879

36. Print-shop Helper (print & pub.) 979.886

Could be:
- a) newspaper inserter (print and pub.) 249.887

37. Production Machine Operator (mach. shop) 609.885

Could be:
- a) washer (any ind.) 599.887
- b) laborer, grinding & polishing (any ind.) 705.887
- c) milling machine operator, production (mach. shop) 605.885
- d) screw-machine operator production (mach shop) 604.885
- e) slotter operator (paper goods) 640.885
- f) bending machine operator II (any ind.) 617.885
- g) grinder I (any ind.) 705.884

Related work:
- a) assembler, production (any ind.) 706.887
- b) laborer, general (mach. shop) 609.884
- c) foundry worker general (found) 519.887

38. Roofer's Helper (const.) 866.887

Related work:
- a) other building trades

39. Routeman's Helper (any ind.) 292.887

Could be:
- a) salesman/driver helper (any ind.) 292.887

Related work:
- a) truck-driver helper (any ind.) 905.887
- b) stock clerk (clerical) 223.387
- c) salesperson, general (ret. tr.) 289.458

40. Salesperson, General (ret. tr.) 289.458

Could be:
- a) lay away clerk (ret. tr.) 240.468

Related work:
- a) stock clerk (clerical) 223.387
- b) routeman (any ind.) 292.358

41. Service Station Attendant (auto ser.) 915.867

Related work:
- a) automobile service mechanic (auto ser.) 620.381
- b) parking lot attendant (auto ser.) 915.878
- c) porter I (any ind.) 381.887

42. Shoe Repairman (per. ser.) 365.381

43. Stock Boy (any ind.) 922.887

Could be:
- a) grocery store or supermarket
- b) locker plant attendant (ret./whole. tr.) 922.887
- c) salesperson, food (ret. tr.) 290.877

Related work:
- a) warehouseman (any ind.) 922.887
- b) stock clerk (clerical) 223.387
- c) salesperson, gen. 289.458

44. Stock Clerk (clerical) 223.387

Could be:
- a) shipping clerk II (clerical) 222.587
- b) sorter (clerical) 209.688
- c) medical supply clerk (med. ser.) 223.887
- d) automotive parts clerk (clerical) 223.387
- e) linen room attendant (med. ser.) 223.387

44. Stock Clerk (cont)

Related work:
- a) stock boy (any ind.) 922.887
- b) warehouseman (any ind.) 922.887
- c) clerk, general (clerical) 209.388

45. Truckdriver Helper (any ind.) 905.887

Could be:
- a) delivery man (any ind.) 919.883
- b) shuttleman (any ind.) 919.883
- c) newspaper delivery man (print & pub) 292.383
- d) moving man (motor trans.) 909.887

Related work:
- a) taxi driver (motor trans) 913.463
- b) chauffeur (any ind.) 913.883
- c) warehouseman (any ind) 922.887

46. Waiter/Waitress (hotel and rest.) 311.878

Could be:
- a) fountain clerk (hotel and rest.) 319.878
- b) cook, short order (hotel and rest.) 314.381
- c) counterman/girl (hotel and rest.) 311.878

Related work:
- a) any Food Service occupation

47. Warehouseman (any ind.) 922.887

Could be:
- a) lumber handler (ret/whole tr.) 922.887
- b) material handler (any ind.) 922.887

Related work:
- a) stock clerk (clerical) 223.387
- b) stock boy (any ind.) 922.887

48. Welder's Helper (welding) 819.887

Related work:
- a) flame cutter, hand welding 816.884
- b) flame cutting machine operator (welding) 816.782

49. Woodworker

Could be:
- a) repairman, sash and door (woodworking) 769.884
- b) veneer edge gluer, hand (veneer and plywood) 769.887
- c) furniture assembler (furn.) 763.884
- d) handle assembler (shaped wood, art.) or core layer (veneer & plywood) 762.887
- e) cabinet assembler (furn.) or band edger (veneer & plywood) 762.884
- f) picture frame maker helper (mirror and pic. frames) 761.887
- g) polisher (woodworking) 761.884
- h) veneer clipper (veneer and plywood) 663.885
- i) wiper (furn.) 742.887
- j) shaper, hand; plywood patcher, hand (veneer & plywood) 761.884
- k) edge gluer or veneer taper (veneer and plywood) 569.885

Related work:
- a) assembler, product (any ind.) 706.884
- b) assembler, metal furniture (furn.) 739.884
- c) laborer, carpentry (const.) 860.887
- d) furniture upholsterer (any ind.) 780.381

50. Yardman (dom. ser.) 304.887

Could be:

a) groundskeeper (any ind.)	407.884
b) labor nursery (agric.)	406.884
c) landscape gardener (agric.)	407.181

Related work:

a) janitor I (any ind.)	382.884
b) maintenance man helper building (any ind.)	899.887
c) maintenance man, building (any ind.)	899.381

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AIDE (MEDICAL SERVICES) (AIDE-MED. SERV.)

Medical Service Aides work in hospitals, clinics, and nursing homes. They may clean, mop, and polish floors and furniture. They may take food trays around. They may help give people baths. Sometimes they help move people from one part of the hospital to another.

AIR-CONDITIONING INSTALLER HELPER (AIR COND HLPR)

Air-Conditioning Installer Helpers help workers who are putting in or fixing air-conditioners, furnaces, or heaters. They carry parts and tools. They may put parts together. They may cut holes in walls to fit the air-conditioners or heaters or pipes. Sometimes they work with sheet metal. They may cut, punch, shear, or solder the metal. When they help fix air-conditioners or heaters, they may oil the fan or motor.

APPLIANCE AND OFFICE MACHINE REPAIRMAN'S HELPER (APPLNCE RPRMAN)

Appliance and Office Machine Repairman's Helpers help fix fans, electric mixers, and other small machines. They may help fix and take care of office machines like typewriters and adding machines. They often work with electric motors. They may take the motor apart and cut out coils that are not working. They may rewind the wire in the motor. Sometimes they oil the machines they are fixing.

ASSEMBLER (ASSEMBLER)

Assemblers work on a production line. They put one or more parts on a product when it is their turn. If you are an Assembler you may use many different tools. You will only use a few tools on any one assembly job. Sometimes Assemblers sort parts. Some Assemblers take care of machines.

AUTOMOBILE BODY REPAIRMAN'S HELPER (AUTO BODY RPR)

The Auto Body Repairman's Helper works with the Repairman and does many things. He helps remove dents from fenders. He helps weld or replace broken parts. He may sand repaired parts so they can be painted. He may also have to do the painting. He cleans the work area and puts the tools away.

AUTO MECHANIC'S HELPER (AUTO MECH HLPR)

The Auto Mechanic's Helper works in a garage with Mechanics. He may help change tires or grease cars. Sometimes he recharges batteries. He helps fix cars by handing the Mechanic tools. He might also help the mechanic take engines and other things apart.

BAGGER (BAGGER)

A Bagger puts groceries in a sack or box and helps take them to the customer's car. In this job you also make sure all the shopping carts from around the store and parking lot are in one place. You may have to make sure there are enough bags at the check-out counter. You may keep the aisles and side walks of the store clean by sweeping and picking up. You may carry empty bottles to the storeroom. Some Baggers also do Stock Boy work.

BAKER'S HELPER (BAKER HELPER)

The Baker's Helper works with Bakers. The Baker's Helper pours flour and greases pans. He puts dough in pans. He puts pans in the oven and takes them out of the oven. He may help clean the equipment and floors. Sometimes he measures sugar, flour, yeast, and syrup. He may also help wrap bread or buns when they are done baking.

BRICKLAYER'S TENDER (BRICKLAYR TNDR)

A Bricklayer's Tender works with Bricklayers. He helps build walls, fireplaces, chimneys, and other things. The Bricklayer's Tender carries the bricks and mortar. He may mix the mortar. He places bricks, mortar, and goods on scaffolds. At the end of the day he cleans the tools and working space.

BUS BOY/GIRL (BUS BOY/GIRL)

Bus Boys and Bus Girls help keep dining rooms and cafeterias clean and neat. They may carry dirty dishes from the tables or counters to the dishwasher. They may change table cloths or set tables. They may bring clean table cloths, dishes, silverware, and glasses to the dining room. In a cafeteria, the Bus Boy, Bus Girl may carry trays for people or pick up the empty trays. Some Bus Boys and Bus Girls make coffee and serve coffee.

CARPENTER'S HELPER (CARPENTER HLPR)

A Carpenter's Helper works with the Carpenter. He may carry tools. He may pull nails out of boards. He may dig holes or pick up pieces of wood. He helps clean up the place where the Carpenter works. When he learns how he may help build things like cabinets.

CARPET HELPER (CARPET HELPER)

A Carpet Helper helps put down or clean carpets and rugs. If you are a Carpet Helper you may stretch and tack carpets to floors. You may cut the padding. You may trim the carpet to fit the place where it goes. You may nail down pieces of metal to hold the carpet in place. You might move chairs and other things to clean carpets. You may pull rugs from a cleaning machine and put them on tables or drying racks.

CEMENT MASON HELPER (CEMENT MASON)

A Cement Mason Helper helps finish poured concrete on all kinds of construction jobs. He helps the Cement Mason by carrying and cleaning tools. If you are a Cement Mason Helper you may level the poured concrete with a float. You may help fix the edges of the concrete for finishing. You may chip or grind the concrete to get rid of rough spots. You may fill in holes in the concrete. Sometimes you will cover the concrete with mats.

ELECTRICIAN HELPER (ELECTRCN HLPR)

Electrician Helpers help electricians put in and fix electrical wires and lights and other fixtures. They may help to wire up machines. If you get a job as an Electrician Helper you may measure, cut, or bend wire. You may drill holes for the wiring to go through. You may put the wiring in the holes. An Electrician Helper helps carry the tools. Sometimes he does some fixing like changing a fuse or a light bulb.

FARM HAND (FARM HAND)

What a Farm Hand does depends on the kind of farm he works on. Some farms raise crops. Others raise animals. There are dairy farms and poultry farms. You may plow the ground and plant seed. You may harvest. You may carry feed and water to the animals. You may stack hay. You may clean the stalls and barns. Some Farm Hands help keep farm equipment working and build and fix fences.

FOOD PROCESSOR (FOOD PROCESSOR)

There are many kinds of Food Processors. What you would do as a Food Processor dependson where you live in Indiana. You may help take care of the animals at livestock sales. You may do one or many jobs to kill and cut up animals for meat. You may work with milk. Then you might wash bottles and machines or run dairy machines. You could work with a meat cutter. Then you might cut meat or fish or birds to sell to the customers. You may carry the meat to different places. You might keep the work area clean.

FOUNDRY WORKER (FOUNDRY WORKER)

A Foundry Worker helps the Sand Casters and other workers in a foundry make molded metal parts. If you work as a Foundry Worker you may put flasks together. You may help finish sand molds. You may skim slag from molten metal or pour metal into molds. You may sort castings or clean castings. Some Foundry Workers may move sand, castings or flasks around the foundry. They may break molds and slag. They may clean and seep the work area.

FURNITURE UPHOLSTERER (FURN UPHOLSTRR)

If you are a Furniture Upholsterer you fix home furniture and car seats. You may take off the covering and take out the webbing and padding. You may take out broken springs and retie the springs. Sometimes you may put new covering on. Some Furniture Upholsterers sew on trim. Some refinish the wood on chairs.

GARBAGEMAN (GARBAGEMAN)

A Garbageman loads garbage and trash onto trucks. He may help unload the truck at the city dump or at the incinerator. He may carry garbage cans from people's yards to the street. He may lift garbage cans and trash up to the truck. He may empty the cans into the truck. He may carry empty cans from the truck back to where people fill them. Some Garbagemen do all of these jobs. In other places they may do only one or two of them.

GARMENT MAKER (GARMENT MAKER)

A Garment Maker may do any one of a number of different jobs. In this job you may lay out, mark, or cut material. You may run or take care of sewing machines. You may sew by hand. You may press or fold garments that are all made. The Garment Maker job that is easiest to find is Sewing Machine Operator.

KITCHEN HELPER (KITCHEN HELPER)

Kitchen Helpers keep the kitchen area of a restaurant, cafeteria, or dining hall clean. Sometimes they help the cooks. In this job you may sweep and mop floors. You may wash tables, walls, and meat blocks. You may take out the garbage. You may wash pots and pans, or trays, or dishes. Some Kitchen Helpers wash and peel vegetables. They may clean and cut food. They may stir and strain soup. Some Kitchen Helpers fix salads or sandwiches.

LABORER (ROAD CONSTRUCTION AND REPAIR) (LABOR RD CONST)

A Road Construction Laborer may have many different jobs in making and fixing roads. If you have this job you may help clear the ground by cutting down brush and small trees. You may drive stakes. You may even off the dirt and gravel. You may warn drivers of the work ahead. Sometimes a Road Construction Laborer digs ditches. Sometimes he may carry metal bars and wire mesh. He may help put down concrete or tar. A Road Construction Laborer does whatever work he is told to do to help make or fix a road.

LAUNDRY WORKER (LAUNDRY WORKER)

Laundry Workers do many different things depending on where they work. If you are a Laundry Worker in a big laundry you may load the washing machines or take the wet wash out. You may have to run extractors or tumblers. You may sort, fold, or press. In a family laundry or launderette you may take in dry cleaning and bring the cleaned goods to the customer. You may take care of the vending machines. Some Laundry Workers go to people's homes and do their wash for them.

LIBRARY ASSISTANT (LIBRARY ASST)

A Library Assistant has many jobs in the library. If you become a Library Assistant you may sort books and put them on the shelves where they belong. You may work at the desk and check books out to people. You may check return books to see if they are back on time. You may have to find out the overdue fine and make change. Some Library Assistants file catalogue cards. Sometimes they fix books that have been torn.

MACHINE SHOP LABORER (MACHINE SHOP)

A Machine Shop Laborer helps keep the work area neat and clean around machines that make small metal parts. He also helps finish the parts that are made. He may shovel metal chips into a separator or sweep the floor or empty the waste cans. He may file burrs off the parts that are made. He may sort out parts and put them in the right bins. Some Machine Shop Laborers etch the identification numbers on the finished parts. They also help keep the machines clean by dusting or by wiping off grease or pieces of scrap.

NURSEMAID (NURSEMAID)

A Nursemaid helps take care of children at home and in school. She plays with them and fixes their food. She dresses them and washes them or helps them dress and wash themselves. A Nursemaid that works in a school may push children in wheelchairs. She may help the children get on their bus. Sometimes a Nursemaid just watches the children while they sleep.

OFFICE CLERICAL (OFFICE CLERICAL)

Office Clericals help with the day-to-day work in an office. They may file letters or other office records. They may sort the mail. They may take care of mail going out. Some Office Clericals fold letters and put them in envelopes. You may take mail or other things from one place to another. Some Office Clericals have to do typing.

OFFICE MACHINE OPERATOR (OFFICE MACH OP)

Office Machine Operators run machines like addressing machines, letter folding machines, mimeograph machines, and key punches. Some Office Machine Operators work the same machine all day. Others work on different machines. Most Office Machine Operators have to take care of their machines. They may oil the machine. They may add ink or other fluids. Sometimes the Office Machine Operator picks up and delivers the work. They have to keep their work area neat and clean.

PACKAGER (PACKAGER)

Packagers put goods in boxes. The goods might be shipped, or the customer might take the goods with him. Sometimes the goods might be stored on shelves or in racks.

A Packager uses paper, glue, tape and other things to make sure the goods will not spill out or be broken.

PAINTER'S HELPER (PAINTER HELPER)

The Painter's Helper takes off old paint and fills cracks in wood or plaster. He may put putty around windows. Sometimes he even helps the Painter paint. He helps the Painter mix, stir, and strain the paint. He cleans the paint brushes and wraps them so they will stay soft.

PARKING LOT ASSISTANT (PARK LOT ASST)

The Parking Lot Assistant helps park cars in parking lots. He may show the driver where to park, or he may park the car himself. He gives the driver a ticket. He may collect the money when the driver leaves. Sometimes he gets the car for the driver when he leaves.

PERSONAL SERVICES (PERSONAL SERV)

Many towns have some Personal Service jobs. Restroom Attendants get soap and towels for people, brush clothes, shine shoes, and keep big restrooms clean. Ushers help people get where they want to go in a building, help people find things they lose, and give out programs. Bellmen take people staying at hotels or motels to their rooms, carry their bags, take messages to people, and run errands. Elevator Operators run an elevator to take people in a tall building from one floor to another and tell people what is on each floor.

PLASTERER HELPER (PLASTERER HLPR)

A Plasterer Helper helps plasterers and people who put up dry wall (plaster board). He may push a wheelbarrow to get the plaster to where the plasterer is working. Then he puts the plaster on a morter board. He may help put up scaffolds. Sometimes he mixes the plaster. If he is helping with dry wall, he may cut the boards or cut openings in the boards where he is told to. Sometimes he may nail up the board or trim the edges. He may put covering over the joints between the boards.

PLUMBER'S HELPER (PLUMBER HELPER)

A Plumber's Helper helps unload tools and other plumbing equipment. He carries tools for the Plumber. Sometimes he helps dig ditches. Sometimes he works along with the Plumber, using the same tools, and helping to put in or fix pipes. When the work is done the Plumber's Helper cleans the area and loads the tools and equipment back into the truck.

PORTER/MAID (PORTER/MAID)

Porters and Maids help keep buildings and factories clean. They may dust furniture, walls, and machines. They may sweep, mop, wax and buff floors. They may wash windows. Some Porters take messages to people. Sometimes they take parts and half-finished work from one part of a plant to another. Some Porters drive a car for the plant or factory where they work.

PRINT SHOP HELPER (PRINT SHOP HELPR)

A Print Shop Helper works around newspaper and printing presses. He carries ink, paper and bindings to where they are needed. He helps take finished jobs to the shipping room. Sometimes he helps get the machines ready to run. Sometimes he hand-feeds a printing machine. Some Print Shop Helpers collate pages and bind them. Some Helpers count, stack and wrap the finished jobs.

PRODUCTION MACHINE OPERATOR (PROD MACH OP)

A Production Machine Operator takes care of one or two machines that are making something in a factory. You may turn your machine on or off. You will watch it to make sure it works right. On some machines you may lift pieces up to the machine. You may take things off a conveyor belt for the machine. You may put material into the machine. You may take finished or half-finished goods out of the machines. Sometimes the Production Machine Operator does jobs the machine can't do. He may trim, or wash, or grind the goods to finish them.

ROOFER'S HELPER (ROOFER HELPER)

A Roofer's Helper works with a Roofer. He helps unload tools and material from the Roofer's truck. Then he helps put ladders up and may help lift goods to the roof. He may help mix cement or tar and carry it to the Roofer. He also may cut and help carry shingles. Sometimes he may work on the roof with the Roofer. At the end of the day he cleans the work area and helps load all the things back on the truck.

ROUTEMAN HELPER (ROUTEMAN HLPR)

A Routeman Helper helps a Salesman-Driver deliver goods or give a service. He helps load and unload the truck. He may help collect money from the customers from the goods and service. Sometimes he may even drive the truck.

SALESPERSON (SALESPERSON)

Salespersons work in stores. Both men and women work as Salespersons. They help put goods on the shelf. Sometimes they help the customer choose which goods to buy. They may wrap or bag the goods. Then they may collect the money when the customer pays for the goods.

SERVICE STATION ATTENDANT (SER STA ATTEND)

A Service Station Attendant works at a gas station or service station. He puts gas in gars and trucks. He checks the oil and puts in more oil if it is needed. He cleans windshields, fills radiators, checks tires, and does all the things that people need to keep their cars running well.

SHOE REPAIRMAN (SHOE REPAIRMAN)

A Shoe Repairman fixes shoes. He replaces worn out heels and soles. If the shoe is torn he may sew it up. He may make the shoes look new and different by putting buckles and other things on them. When the shoes have been fixed or made to look new the Shoe Repairman then stains them and shines them.

STOCK BOY (STOCK BOY)

A Stock Boy works in stores and warehouses. His job is to move things in and out of the stockroom. He unloads goods from the trucks and puts them in the right place. Sometimes he carries the goods by hand. Sometimes he puts them on a cart. When someone wants the goods in the storeroom the Stock Boy takes them to the shipping area. Sometimes he might take them right to the customer.

STOCK CLERK (STOCK CLERK)

A Stock Clerk works in a store or warehouse. He checks goods when they come in to make sure they are the right kind and right number. He opens boxes of goods and places them on shelves, in bins, or on counters. He counts goods every day and makes sure there are enough. When the goods run low he makes sure more goods are ordered.

TRUCKDRIVER HELPER (TRUCK DRV HLPR)

A Truckdriver Helper helps drivers and warehousemen load and unload trucks. On a furniture truck, or van, the Truckdriver Helper may put pads on the furniture to make sure it won't get scratched or broken. He may tie the furniture into the truck with ropes. When the truck gets where it is going the Truckdriver Helper unloads the truck. Sometimes he helps the customer stack the goods. Some Truckdriver Helpers also drive the truck.

WAITER/WAITRESS (WAITER/TRESS)

Waiters and Waitresses serve food and drinks to people. Some Waiters and Waitresses do other things too. They may give menus to the customers. They may help the customer pick out what kind of food or drink to get.

If you are a Waiter or Waitress you may help set and clean the table. You may fix some foods like sandwiches, fried foods or salads. You may add up the bill. You may take the customer's money to make change.

WAREHOUSEMAN'S HELPER (WAREHOUSEMAN)

A Warehouse is a building where goods are stored. A Warehouseman Helper works with Warehousemen in this building. A Warehouseman's Helper helps unload goods from trains and trucks. He helps put the goods in racks or on shelves. When a customer orders the goods the Warehouseman's Helper helps get them ready to be shipped to the customer.

WELDER'S HELPER (WELDER HELPER)

A Welder's Helper carries tools and pieces of metal for the Welder. He helps cut metal, clean it, and clamp pieces of metal together. He may tack weld some things himself. When the Welder is working with very large and heavy pieces of metal, the Welder's Helper may help move them by hooking them to a crane.

When the work day is over, the Helper cleans the area and puts the tools away safely.

WOODWORKER (WOODWORKER)

What a Woodworker does will be different with different companies and in different parts of Indiana. Some Woodworkers make and fix wooden window frames and doors. Some help make furniture and cabinets. They help pick the wood and match pieces of wood together. They help to form, to fit and to finish the wood. Some Woodworkers help make veneer and plywood.

YARDMAN (YARDMAN)

A Yardman works in yards, parks, gardens and golf courses. He cuts grass, pulls weeds and trims trees. He also plants grass, shrubs, trees and flowers. He waters plants and may fertilize them also. He may make small repairs on yard equipment. He will run different kinds of mowers - hand mowers, power mowers, and garden tractors.

Sometimes a Yardman is called other things like Groundsman, Goundskeeper, or Gardener.